



Special Education Advisory Committee Annual Parent Survey



Supplemental Quantitative Data Analysis on 2019-2020

**Child Research, Evaluation, Data, and Information
Technology Services (CREDITS, LC)**

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Executive Summary

Overview

The Special Education Advisory Committee (SEAC) is a state-mandated advisor to Loudoun County Public Schools (LCPS) that is tasked with creating and maintaining an equitable learning environment that provides children with disabilities the appropriate resources and services needed to develop their full academic and social potential.

As part of SEAC's responsibilities, they assess the satisfaction of parents on the services and resources provided through annual surveys. To expand and provide a more detailed look of parental satisfaction, SEAC contacted Dr. Adam Winsler of Child Research, Evaluation, Data, and Information Technology Services (CREDITS, LC) and George Mason University for additional analysis of the 2019-2020 SEAC Annual Parent/Guardian Survey. Parental satisfaction with resources was assessed according to students' school district, disability category, and school level/type. Significant differences in parental satisfaction along these dimensions are highlighted in this report.

Highlights of the Findings

Below we provide snapshots of our findings from analyzing the three subgroups: district, school level/type, and disability type.

District Analyses

- Parents/guardians from the *Sterling* district were typically the most satisfied with services across all survey topics/sections and often had satisfaction levels notably higher than the average.
- Parents/guardians from the *Algonkian* district tended to have the lowest levels of satisfaction and were often less than 'satisfied' (a score less than '3' on a 4-pt scale) with the various services offered. *Ashburn* was often a close second in terms of being relatively less satisfied.
- *Algonkian* did have the highest satisfaction with *extended school year (ESY) instruction*.

- Parents in the *Broad Run* district were not particularly satisfied, on average, (< than ‘3’ on a 4-pt scale) with ESY instruction and transition services after high school.
- Residents in *Blue Ridge* and *Catoctin* were the least happy with the LCPS website post-school building closure in AY 19-20.
- Parents in *Catoctin*, *Dulles*, and *Blue Ridge* report needing more social-emotional support for students and families during remote instruction.

School Level Analyses

- Satisfaction with special education services declined in a fairly linear fashion as student age or school type increased from *Early Childhood* to *Elementary School* to *Middle School* to *High School*.
- The parents/guardians of children in *Early Childhood* programs were consistently the most satisfied with services received, followed by those in *Elementary School* and then *Middle School*. Parents of students in *High School* were almost always the least satisfied.
- Before school closures, *Elementary School* parents were the most satisfied with assistive technology services. However, during distance learning, *Middle School* parents were the most satisfied with assistive technology services.
- *Elementary School* parents were the most satisfied with speech/language therapy.

Disability Type Analyses

- The parents of students with *Emotional Disability* had the lowest satisfaction with assistive technology during in person instruction and in distance learning.
- The parents of children with *Intellectual Disability* were the least satisfied with reading instruction prior to building closure.
- The parents of children with *Other Identified Disabilities* (a combination of those with visual, hearing, orthopedic impairment, or brain injury), and those with *Multiple Disabilities* were often not quite ‘satisfied’ (< 3 on 4-pt. scale)m on average, with services offered, and often had the lowest satisfaction throughout most survey sections.

Recommendations

LCPS and SEAC may consider the following:

- Collect more information in future surveys on the demographic/background characteristics of the families to better identify potentially underserved families and regional inequalities.
- Focus on the differences in practices in place between the relatively highly satisfied and less-satisfied districts/regions.
- Standardize practices and services across districts, or alternatively consider implementing new and/or different and tailored procedures/practices needed by district.
- Collect parent-report information in the survey about student progress/functioning at home and school to better understand whether parental satisfaction is related to severity of disability or levels of child functioning across school levels.
- Increase attention to, and support, for special education services for older students.
- Increase or improve communication with parents/guardians of students in middle and high school.
- Modify the survey in the future to get more information about which disabilities are involved in the ‘multiple disabilities’ category.
- Try to improve school/home communication in general.
- Give more attention to which instructional practices are working well for which types of students and make modifications as needed.



Photo by Stanley Morales

Introduction

The Special Education Advisory Committee (SEAC) is a state-mandated advisory committee to the Loudoun County school board that strives to create an inclusive and equitable learning environment for children with disabilities by identifying systematic areas of need, and advising policy, procedures, and plans to improve and deliver high-quality special education. SEAC works to support Loudoun County Public Schools (LCPS) in developing an inclusive and equitable learning environment for every child.

Annual reports that identify areas of need for children with disabilities are a part of SEAC's responsibilities and are a way for the committee to recommend and propose solutions to disparities. The original SEAC report described findings from the 2019-2020 SEAC Annual Parent/Guardian Survey reporting on overall parental satisfaction with LCPS, and the services offered to children. SEAC submitted their annual report for 19-20 which provided an excellent overview of parental satisfaction within LCPS.

SEAC reached out to Dr. Adam Winsler of Child Research, Evaluation, Data, and Information Technology Services (CREDITS, LC) and George Mason University for additional analysis of the 2019-20 SEAC Annual Parent/Guardian Survey data. This report describes the findings of the first of a two-part analysis – a quantitative analysis of differences in satisfaction across subgroups of students. We begin by providing an overview of the analysis and data, before describing the results and observed trends alongside recommendations.

Evaluation Goals and Questions

The present evaluation analyzed the 2019-20 SEAC Annual Parent/Guardian Survey. The following evaluation questions were developed to investigate potential differences across subgroups of parents.

1. Does parental satisfaction with LCPS special education services vary according to district?
2. Does parental satisfaction with LCPS special education services vary by student age/school level?
3. Does parental satisfaction with LCPS special education services vary by student disability type?

Analysis of Survey Data

The 2019-2020 survey was administered in English and Spanish and had a total of 2,953 responses (1,844 complete responses, and 1,109 incomplete). A further examination of the data lead to 165 responses being excluded from analysis due to large amounts of missing information or inconsistent/impossible combinations of responses. The final 2,788 responses analyzed included cases that had information on the disability category for the student, the school district they attended, their level of schooling (preschool, elementary, middle, high school), and at least one response to a “satisfaction with” or “agreement with” survey question.

Data were analyzed for each survey section that had questions asking about parental satisfaction or parental agreement with given statements. These sections are as follows:

Satisfaction Survey Sections	Agreement Survey Sections
<ul style="list-style-type: none">■ Satisfaction with LCPS Services■ Satisfaction with Instruction■ School Building Closure – Distance Learning■ Related Services	<ul style="list-style-type: none">■ Communication at the School Level■ Communication at the Division Level

The responses of all items for both satisfaction and agreement survey sections were recoded into a 1-4 scale. For satisfaction items, 1 was “very dissatisfied,” 2 was “dissatisfied,” 3 was “satisfied,” and 4 was “very satisfied.” Similarly, for the agreement scale, 1 was “strongly disagree,” 2 was “disagree,” 3 was “agree,” and 4 was “strongly agree.” There was an “N/A” response option available to respondents, and these responses were coded as missing. Given the odd year during the COVID pandemic, there was a special section asking about families’ experiences with distance learning after school buildings closed. The first section below shows the results of analyses examining differences between districts across the identified survey sections. Each section closes with a summary of the main findings and recommendations.

District Analyses

The first subgroup analysis conducted examined whether parent satisfaction with services varied across the eight different districts located within Loudoun County Public School (LCPS). As reported in the initial SEAC report, overall satisfaction with all of these items was fairly high with averages typically around 3.0 (“satisfied”) on a 4-point scale. Here, we identify variance around those overall means and show for which particular geographic districts satisfaction is the highest and the lowest. This can help the school system identify districts that could benefit from more support or resources and identify strategies that might be working well in the districts with the most satisfaction. The survey listed eight districts from which parents selected. Below is a breakdown of the total number of responses for each district:

- Algonkian ($n = 139$)
- Ashburn ($n = 748$)
- Blue Ridge ($n = 314$)
- Broad Run ($n = 89$)
- Catoctin ($n = 179$)
- Dulles ($n = 413$)
- Leesburg ($n = 489$)
- Sterling ($n = 314$)

Satisfaction with LCPS Services

This section describes the results of parental satisfaction with LCPS services for students receiving special education services in AY 2019-2020, before buildings closed due to COVID. The survey item was as follows: *“Based on your own experience with your special education student, during the 2019-2020 school year, how satisfied were you with:”*

There were no significant differences between districts for the following types of services:

- Procedures for 504 Eligibility (where appropriate)
- Utilizing appropriate discipline/behavior management
- Dispute Resolution Rights
- Assistive Technology

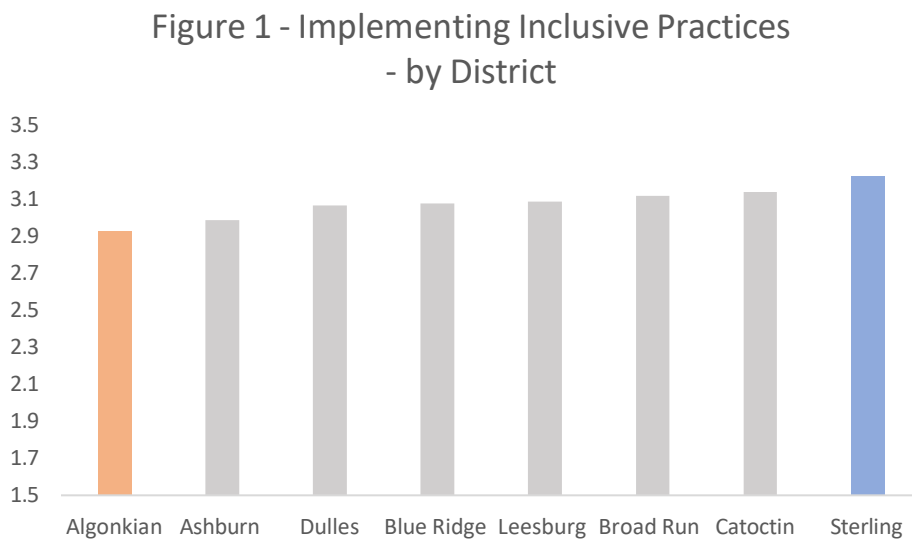
Below, we highlight items for which there were notable and statistically significant differences between districts.

Nearly all of the items that had notable differences between districts followed the same basic pattern as that shown below in Figure 1 for implementing inclusive practices. These items are listed below. Deviations from the same general pattern are described below for each item.

- Implementing Inclusive Practices
- Effective and Meaningful Home/School Communication
- Staffing
- Early Intervention and Eligibility
- Child Study
- IEP (Parental Consent, Compliance, Understanding the Process)

Implementing Inclusive Practices

Figure 1 below shows the general pattern of parental satisfaction with the extent to which the district implemented inclusive practices. The *Sterling* district had the highest level of satisfaction, and *Algonkian* and *Ashburn* had the lowest satisfaction levels. The other districts were similar to one another in the middle with average satisfaction, slightly higher than 3.0 which was “satisfied.”



Effective and Meaningful Home/School Communication

Satisfaction with home/school communication showed the same pattern as shown in Figure 1 above, with *Algonkian* and *Ashburn* having relatively lower satisfaction levels, and *Sterling* having the highest level of satisfaction, with the rest of the districts in the middle.

Staffing (Hiring, Retention, Staffing Levels, Engaging in Professional Development, Disability Knowledge, Skill/Experience Level)

Satisfaction with staffing showed the same pattern as shown in Figure 1 above, with *Algonkian* and *Ashburn* having relatively lower satisfaction levels, and *Sterling* having the highest level of satisfaction, with the rest of the districts in the middle.

Early Intervention and Eligibility

Satisfaction with early intervention and eligibility services showed a similar pattern as that in Figure 1 above, with *Sterling* having the highest level of satisfaction but for this category of services, it was *Algonkian* and *Blue Ridge* that showed the lowest satisfaction levels. *Algonkian* scored below the “satisfied” level.

Child Study

Satisfaction with child study services showed a similar pattern as that in Figure 1 above, with *Sterling* having the highest level of satisfaction, but for this category of services, it was *Algonkian*, *Ashburn*, and *Blue Ridge* that showed relatively lower satisfaction levels.

IEP (Parental Consent, Compliance, Understanding the Process)

Satisfaction with the IEP process showed a similar pattern as that in Figure 1 above, with *Sterling* having the highest level of satisfaction and for this category of service, it was *Algonkian* and *Ashburn* that showed relatively lower satisfaction levels.

Transitioning From Elementary to Middle school, or Middle to High School

Satisfaction with transitions from elementary to middle school and/or middle to high school showed a similar pattern as that in Figure 1 above, with *Sterling* having the highest level of satisfaction and *Broad Run* being a close second. For transition services, it was again *Ashburn* and *Algonkian* that showed the lowest satisfaction levels. The following districts scored below the ‘satisfied’ (a score of 3) level for this service:

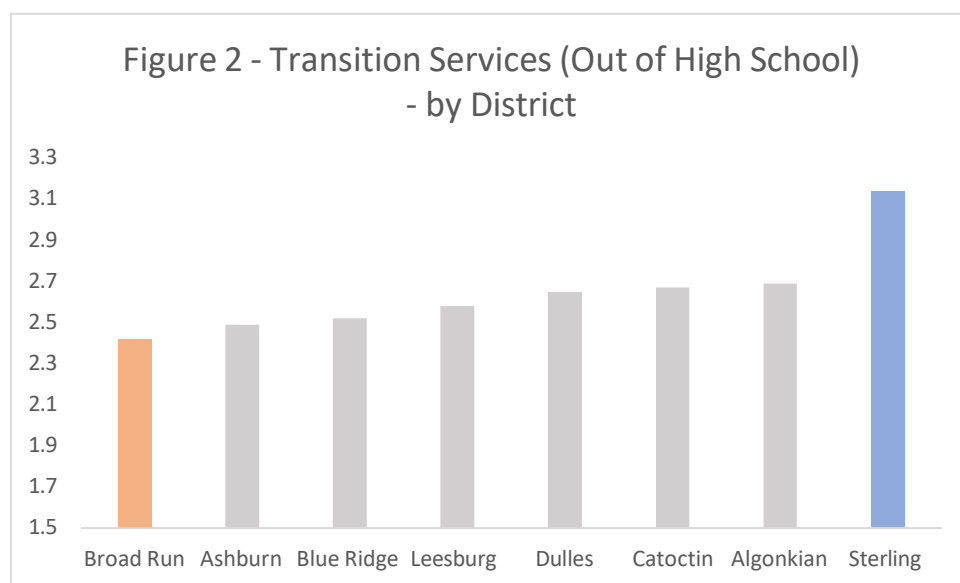
- Algonkian
- Ashburn
- Blue Ridge
- Dulles

The following LCPS services did not follow the trend illustrated in Figure 1 above, and will be discussed in more detail below:

- Transition Services (Out of High School)
- Extended School Year Services (ESY)

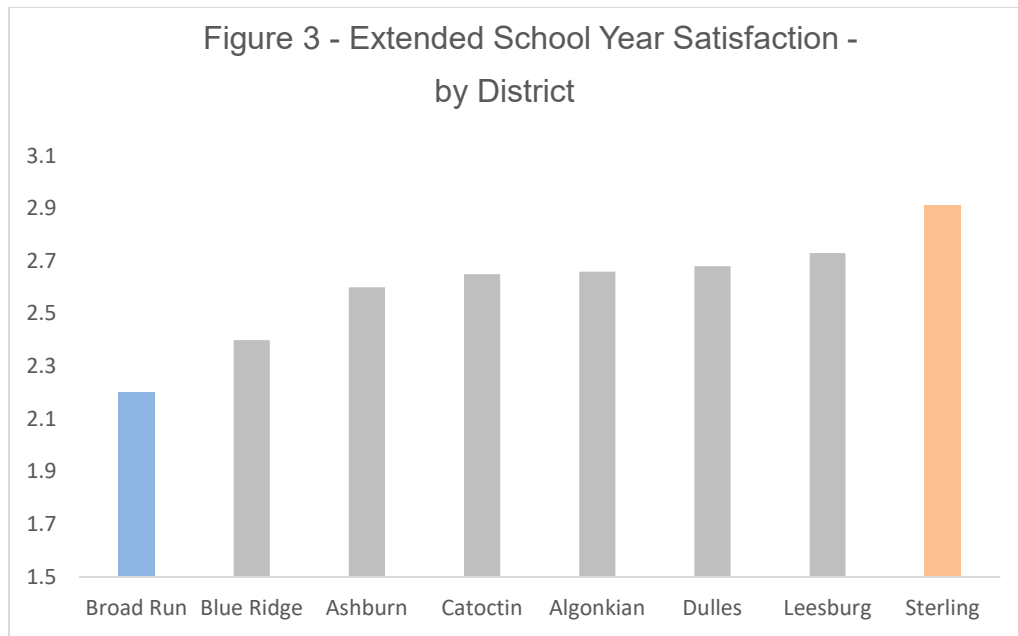
Transition Services (Out of High School)

Transition services post high school was a topic where parents on average were less satisfied. *Sterling* had the highest satisfaction level and was the only district where parents/guardians were ‘satisfied’ (‘3’ or above) on average. *Broad Run* had the lowest satisfaction levels. All districts except for *Sterling* did not reach the ‘satisfied’ level. These findings are represented in Figure 2 below.



Extended School Year

Satisfaction with extended school year services showed overall less satisfaction, with most scoring below ‘satisfied.’ *Sterling* was the only district scoring > 3 (‘satisfied’). *Blue Ridge* and *Broad Run* had the lowest satisfaction levels. This is plotted in Figure 3 below.



Satisfaction with Instruction

This section describes the results from analyses examining satisfaction with instruction for various subjects before school closure in the 2019-20 academic year. The survey instructions were as follows: “*The following section asks questions about your level of satisfaction with the instruction your student received PRIOR to the school building closure.*”

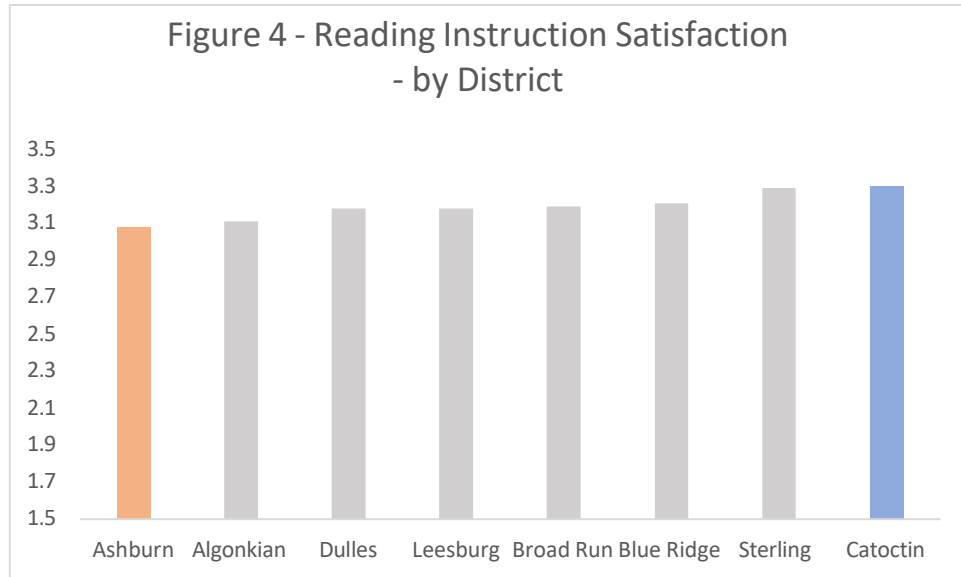
There were no significant differences between districts for the following subjects:

- Mathematics
- Social Studies/History
- Science
- Electives/Specials

Of the three items with significant differences between districts, reading instruction and writing instruction followed a notable pattern. This pattern is shown below in Figure 4 (for reading).

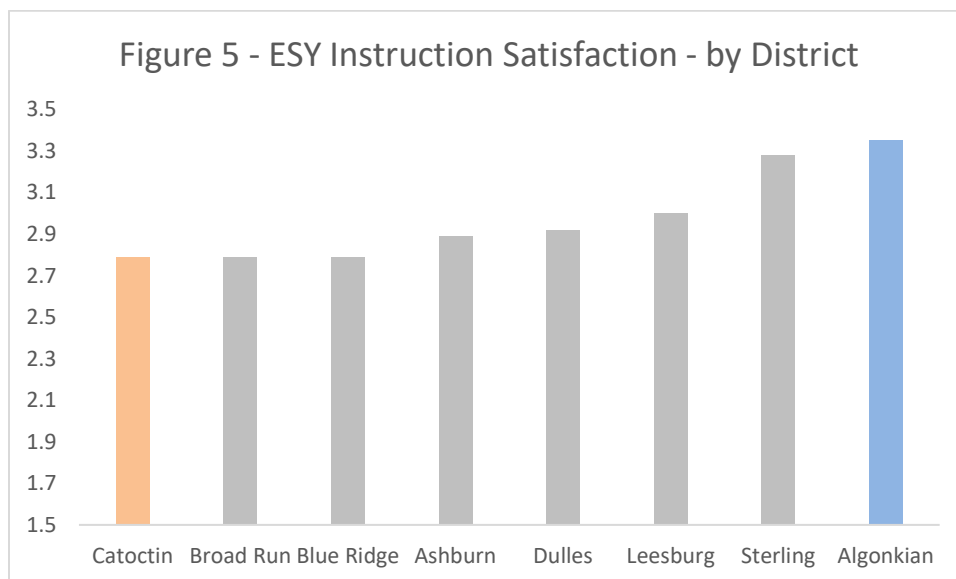
Satisfaction with Reading Instruction

Figure 4 shows parental satisfaction with instruction across districts. All parents were ‘satisfied’ (above a ‘3’) with reading instruction on average, but *Ashburn* and *Algonkian* residents were the least satisfied. Parents/guardians in *Catoctin* and *Sterling* were notably more satisfied than those in other districts.



ESY Instruction

ESY instruction did not follow the trend shown above. Below is a summary of the trend observed for ESY instruction. Figure 5 below shows that parents were generally satisfied with ESY instruction. Parents/guardians in *Blue Ridge*, *Catoctin*, and *Broad Run* had somewhat lower satisfaction than the other districts. *Algonkian* and *Sterling* were relatively more satisfied with ESY instruction. The districts scoring less than ‘satisfied’ on average with ESY instruction were *Catoctin*, *Broad Run*, *Blue Ridge*, *Ashburn*, and *Dulles*.



Communication at the School Level

As part of the 2019-20 survey, there were items assessing school-level communication before school closure. These items were examined to explore differences between districts. The instructions given to parents/guardians were as follows: *“My student's school keeps me informed and/or helps me have an active role in their education in the following ways.”*

There were no significant differences between districts for the following items:

- Introduces me to the personnel who work with my child and explains their role(s) in meeting my child's needs.
- Regularly solicits and uses my input to craft plans, help my child progress, and to meet my child's needs.

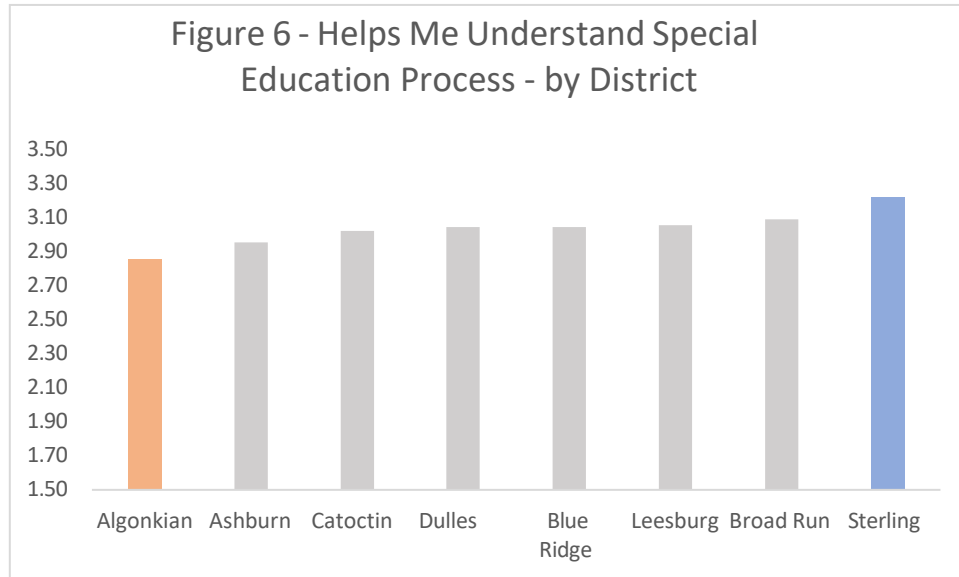
Below are the items for which there were significant differences between districts.

A number of the items with differences between districts followed a general trend that is depicted in Figure 6 below, which shows results for “Helps me understand how the special education process works and/or refers me to others who can). The items that followed this trend are listed below:

- Helps me understand how the special education process works and/or refers me to others who can.
- Keeps me updated in a timely and clear manner on my child's progress toward IEP goals
- Keeps me updated on my child's academic progress and/or participation in the general curriculum, as applicable.
- Identifies and directs me to additional resources/support within the LCPS system to meet my child's needs.
- Helps me know where to go on the school campus for resources/support to meet my child's needs

Helps me understand how the special education process works and/or refers me to others who can.

Figure 6 shows that on average all parents/guardians agreed (had a score higher than 3) with the statement about receiving help in understand how the special education process works. Parents in *Algonkian* and *Ashburn* agreed notably less (and below ‘3’) with this statement than parents in other districts. Parents in *Sterling* had the highest agreement/satisfaction levels.



Keeps me updated in a timely and clear manner on my child's progress toward IEP goals.

This item followed the trend depicted in Figure 6 with parents from *Algonkian* agreeing less and parents from *Sterling* agreeing more with the statement. However, the districts where parents did not 'agree' with the statement on average were *Algonkian*, *Ashburn*, and *Broad Run*.

Keeps me updated on my child's academic progress and/or participation in the general curriculum, as applicable.

Similarly, to the trend shown in Figure 6, parents in *Algonkian* had the lowest agreement level and parents in *Sterling* had the highest agreement level. However, just as in the item above, the districts where parents did not 'agree' with the statement on average were *Algonkian*, *Ashburn*, and *Broad Run*.

Helps me know where to go on the school campus for resources/support to meet my child's needs.

This item followed the same pattern as in Figure 6 above, but *Leesburg* and *Algonkian* had the lowest agreement levels. *Sterling* had even higher agreement on this item compared to other districts.

Keeps me informed of ways in which my child is included in school-wide activities and opportunities.

Figure 7 below shows a slightly different pattern from that above. Parents in *Ashburn* reported less agreement with being informed of activities than the other districts and parents in *Sterling* had higher agreement levels.

Communication at the Division Level

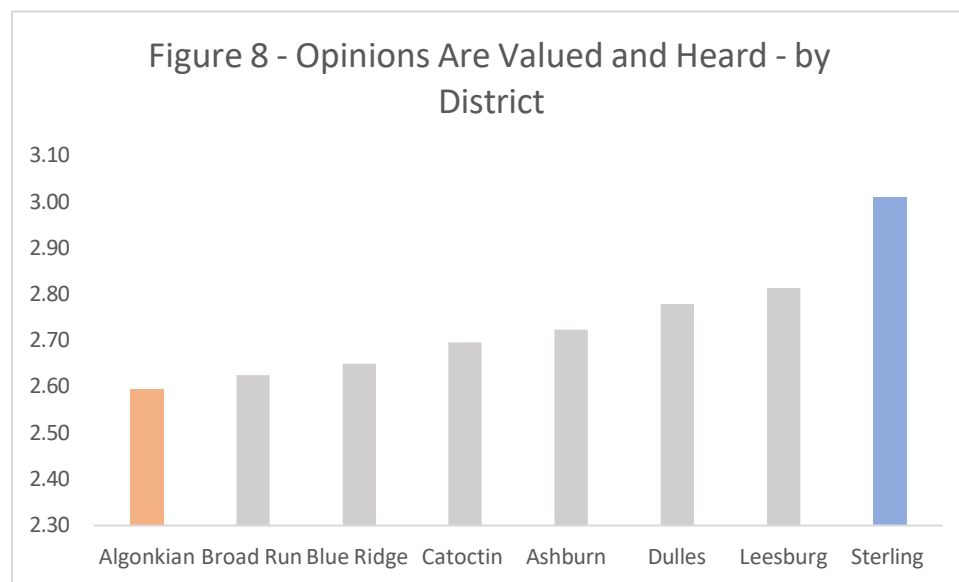
Alongside items assessing school communication, there were items examining division level communication. These items specifically asked about communication between LCPS and parents prior to school building closure. The instructions are as follows: “*With regard to communication and/or support at the division level, please indicate the extent to which you agree with each of the following:*”

All items that had significant differences between districts followed a general pattern that is shown below in Figure 8 (for “LCPS makes me feel as though my concerns and opinions are heard and valued.”) The following items followed the pattern shown by Figure 8.

- LCPS makes me feel as though my concerns and opinions are heard and valued
- LCPS keeps me informed of policy or program changes that affect my student
- LCPS keeps me informed of division-wide activities and events for students with disabilities
- LCPS keeps me involved of division-wide resources, events, trainings for parents of students with disabilities
- I feel the administration of LCPS has my student's best interest at heart

LCPS Makes Me Feel as Though My Concerns and Opinions Are Heard and Valued

Figure 8 shows that only *Sterling* ‘agreed’ (had at least a score of 3) with this statement about LCPS making parents feel their concerns and opinions were heard and valued. Parents in *Algonkian* and *Broad Run* agreed the least with this statement.



School Building Closure – Distance Learning

School building closure items were designed to assess satisfaction with distance learning, such as communication, instruction, accessibility, and support. This section describes items with notable differences between districts. The survey’s instructions are as follows: “*During distance learning how satisfied have you been with:*”

The two items below did not have significant differences between districts:

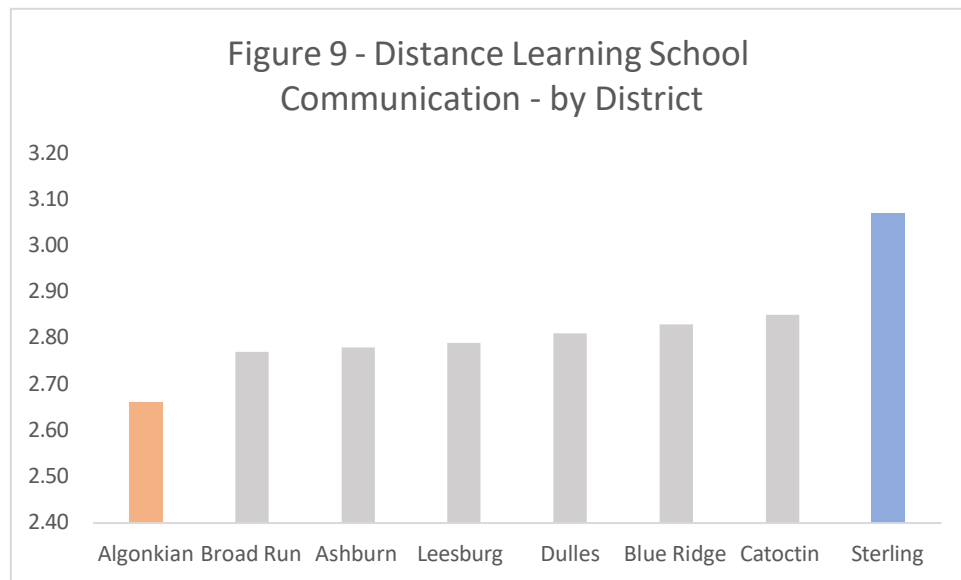
- The communication received from your student's related service provider(s).
- The assistive technology your student used or had access to

Several items had significant differences between districts that followed the trend shown in Figure 9 below (for ‘communication received from your student’s school.’) The items that followed this trend are these:

- The communication received from your student's school
- The communication received from your student's case manager
- The communication received from the school division
- The related services your student has received
- The instruction your student had received
- The instructional materials provided

The communication received from your student's school

Figure 9 shows that *Algonkian* had the lowest satisfaction levels and *Sterling* had the highest satisfaction level. Of all districts, only parents in *Sterling* were ‘satisfied’ (scored above ‘3’) on average by the school communication received after building closures.

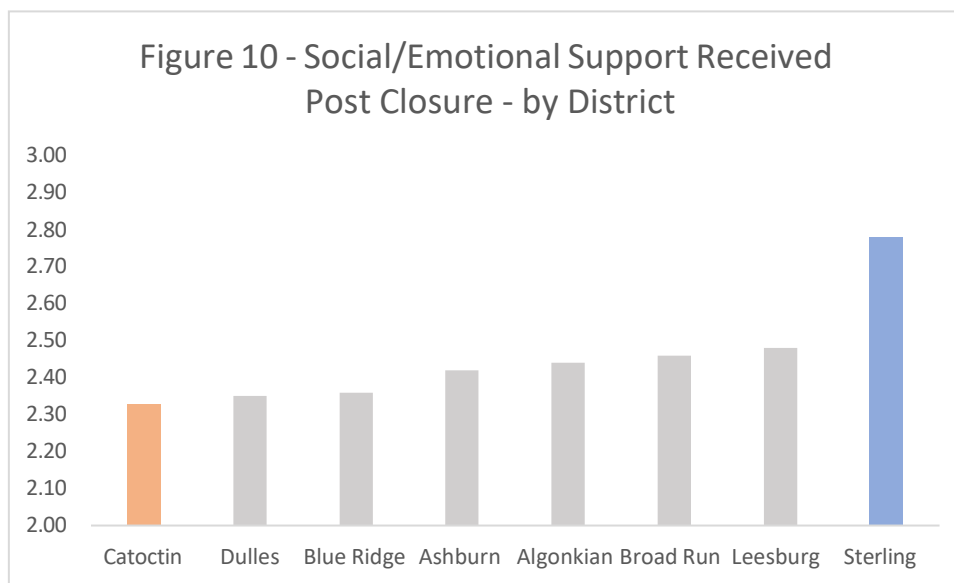


The two items that did not follow the trend depicted in Figure 9 above are these which are discussed below:

- The social/emotional support your student has received
- The LCPS Continuity of Education Special Education Resources website (<https://www.lcps.org/Page/227765>)

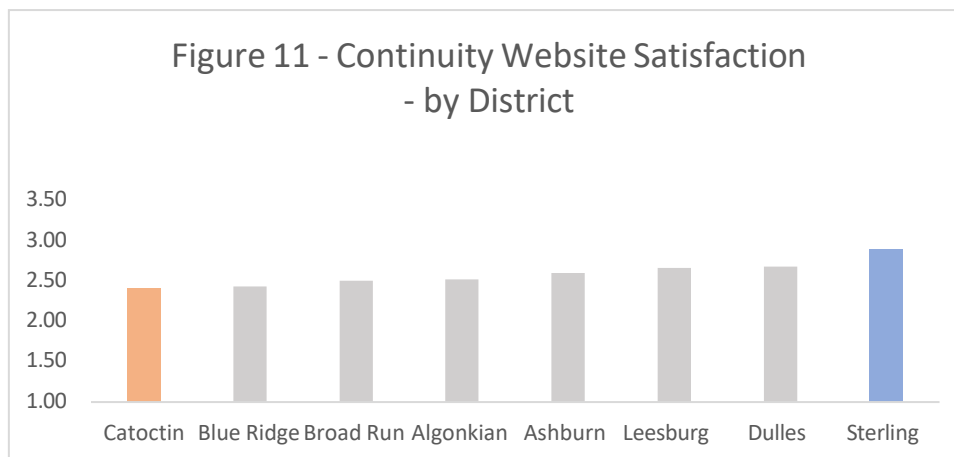
The Social/Emotional Support Your Student Has Received

Figure 10 shows the results for satisfaction with social/emotional support during distance learning, by district. *Catoctin*, *Dulles*, and *Blue Ridge* had the lowest satisfaction levels and *Sterling* had clearly the highest satisfaction level. However, no district was ‘satisfied’ with their social/emotional support (a score higher than 3).



The LCPS Continuity of Education Special Education Resources Website

Figure 11 shows that parents/guardians of all districts were not quite satisfied with the website (< 3). *Catoctin* and *Blue Ridge* had the lowest satisfaction levels and *Sterling* had the highest satisfaction. Unlike satisfaction with social/emotional support, *Dulles* had the second highest satisfaction levels.



Summary of District-Level Analyses

The first set of analyses examined whether parental satisfaction with special education services varied across the eight different districts located within Loudoun County Public Schools. Notable differences in satisfaction between districts were identified. There is an overall trend with some exceptions across specific sections of the survey.

The overall common trend was that parents and residents from the *Sterling* district were on average the most satisfied with services across all survey topic sections. *Sterling* residents tended to have satisfaction levels much higher than average and were rarely less than ‘satisfied’ (a score less than 3). In contrast to this, parents and residents from the *Algonkian* district tended to be the least satisfied. These parents had the lowest satisfaction and often were in the less than ‘satisfied’ area on average with various services offered. *Ashburn* was often a close second in terms of being relatively less satisfied. Extra attention and support in these districts are advised. There was an exception in this overall trend in that parents from the *Algonkian* district showed the highest satisfaction with *extended school year (ESY) instruction*.

Parents in the *Broad Run* district were not particularly satisfied with ESY instruction and transition services after high school.

Distance learning post-COVID. It may be informative to point out the districts that were the least satisfied with services after the shutdown in AY 20-21 because if a similar situation emerges for AY 21-22, these districts would be good ones to try to support even more:

- *Algonkian, Broad Run and Ashburn* were generally the districts with the lowest satisfaction with communication post-closure
- *Blue Ridge and Catoclin*, in particular, were less happy with the website post-closure
- *Catoclin, Dulles, and Blue Ridge*, in particular, felt like they needed more social-emotional support for students and families post-closure.

It is likely the case that the districts/neighborhoods identified here as being relatively more or less satisfied with special education services vary in terms of other important dimensions, such as economic resources, race/ethnicity, language(s) spoken in the home etc., and these factors may be related to overall satisfaction. These will likely be important factors to consider when trying to improve services in certain districts.

Recommendations

Below we list some recommendations that may aid LCPS and SEAC address parental satisfaction differences between districts.

- *Collect more information in the surveys on the demographic characteristics of the families.* Information such as race/ethnicity, language(s) spoken in home, immigrant background/country of origin, and income would help LCPS and SEAC identify the types of families that are underserved. It is likely, for example, that it is families that speak a language other than English at home (or students of color) that are less satisfied with communication between home and school. Collecting such info is the first critical step in reducing such disparities should they exist.
- *Focus on the differences in practices in place between the relatively highly satisfied and less satisfied districts.* Special attention could be placed on the relatively less satisfied districts such as *Algonkian* to improve satisfaction across all services.
- *Standardize practices and services across districts.* If there are differences in the methodology and practices employed in the highly satisfied and less satisfied districts, one might consider implementing the practices that seem to be working in the more satisfied districts in the other districts.
- Alternatively, if procedures and resources are currently the same across all districts, then *consider implementing new and/or different and tailored procedures/practices* that might work better in the less-satisfied districts.

School Type/Level Analyses

It could be that parents/guardians of LCPS students are differentially satisfied with special education services received depending on whether their child is in preschool, elementary school, middle school, or high school. If this were the case, this would be useful information for SEAC and LCPS personnel to know. For this reason, the second type of analysis we conducted was to see if parental satisfaction with special education services was different across school levels – *Early Childhood, Elementary School, Middle School, and High School*.

Satisfaction with LCPS Services

This section describes parental satisfaction with LCPS services before school building closure during AY 2019-20. The survey instructions were as follows: *“Based on your own experience with your special education student, during the 2019-2020 school year, how satisfied were you with:”*

The following item did not have significant differences between school levels/age of child:

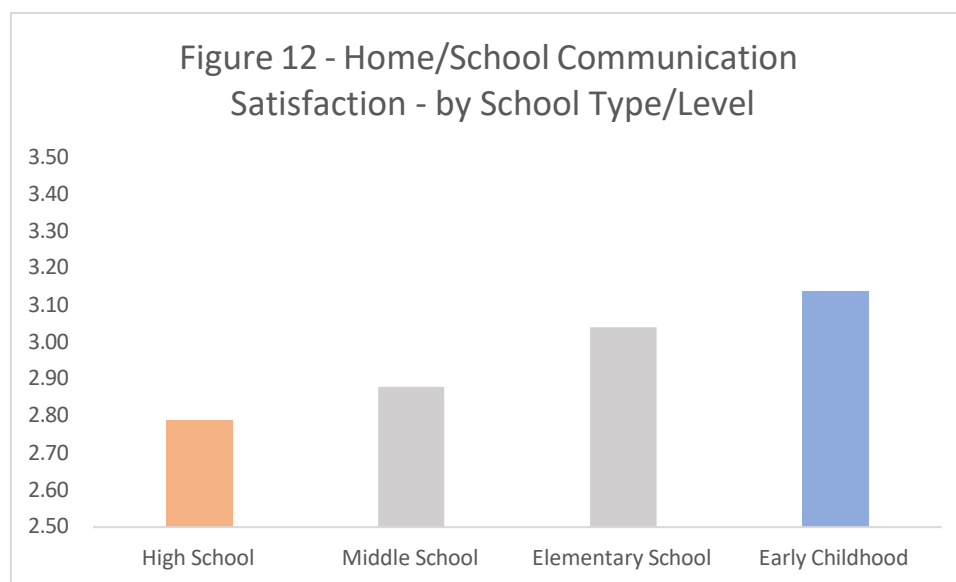
- Extended School Year

Of the items with differences by type of school, nearly all followed the trend shown in Figure 12 (for ‘Effective and meaningful home/school communication’). The items that followed this same trend are these:

- Effective and Meaningful Home/School Communication
- Implementing Inclusive Practices
- Employing effective behavioral supports (Functional Behavioral Assessments, Behavior Intervention Plans)
- Staffing
- Dispute Resolution Rights
- Transitions from Elementary School to MS, and MS to HS
- Early Intervention and Eligibility
- Child Study
- 504 Eligibility
- IEP (Parental Consent, Compliance, Understanding the Process)
- Utilizing appropriate discipline/behavior management

Effective and Meaningful Home/School Communication

As shown in Figure 12 below, parents of children in *Early Childhood* had the highest satisfaction with home/school communication and parents of *High School* students had the lowest satisfaction, with *Middle School and Elementary School* in between. Both *Middle School and High School* parents were below ‘satisfied’ (a score lower than 3) on average with home/school communication. As child age and school level increase, satisfaction with special education services appears to decline in general.



Early Intervention and Eligibility

Although the trend for this item was the same (lower satisfaction as child age increases), satisfaction with early intervention and eligibility services was generally higher, and only the parents/guardians of current *High Schoolers* were not ‘satisfied’ (a score lower than 3).

Child Study

The overall trend was the same but for this item, again, only parents of *High Schoolers* were not quite satisfied (score lower than 3) on average.

504 Eligibility

The overall trend was the same but for this item, again, only parents of *High Schoolers* were not quite satisfied (score lower than 3) on average.

IEP (Parental Consent, Compliance, Understanding the Process)

Although the same trend by age as shown in Figure 12 above applied for this item, here all parents were '*satisfied*' (above a '3') on average with satisfaction with IEP processes.

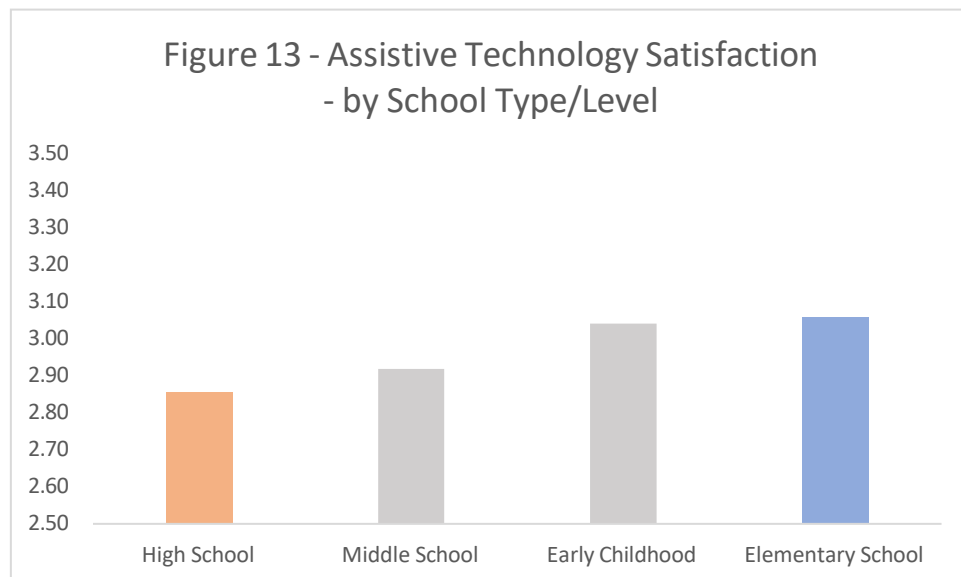
Utilizing appropriate discipline/behavior management

Like IEP satisfaction above, the same trend by age as shown in Figure 12 applied for this item, and here, all parents were '*satisfied*' (above a '3') with the type of discipline/behavior management used.

The only item not to follow the overall age-related trend shown in Figure 12 above was satisfaction with assistive technology.

Assistive Technology

Figure 13 below shows that a slightly different pattern with parents/guardians of the two youngest groups (*Early Childhood and Elementary School*) having the highest satisfaction levels with assistive technology. *High School* parents still had the lowest satisfaction levels, and both *Middle* and *High School* parents were not quite '*satisfied*' (score of '3') with assistive technology.



Instructional Satisfaction

This section describes significant results for analyses examining instructional satisfaction by school type/level. The instructions for these items were as follows: “*The following section asks questions about your level of satisfaction with the instruction your student received PRIOR to the school building closure.*”

Items that did not have significant differences between school types/levels were as follows:

- Electives/Specials
- ESY

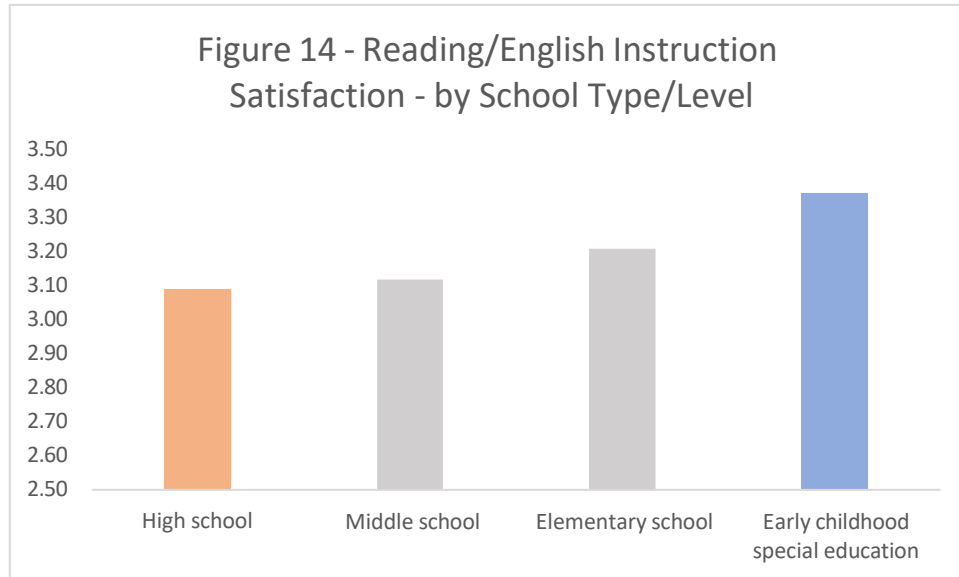
Other items did have significant differences between school types/levels and they followed the trend shown below in Figure 14 (for reading/English instruction). The following items followed this trend:

- Reading/English
- Math
- Writing
- Social Studies/History
- Science

Satisfaction with Reading/English Instruction

Figure 14 shows that parents with children in *Early Childhood* had the highest satisfaction with reading/English instruction. Parents with children in *High School* were the least satisfied with reading/English instruction and *Middle School* and *Elementary School* students were in the middle.

The same pattern of parents of older students being less satisfied with instruction was true for math, writing, social studies, and science.



Communication at the School Level

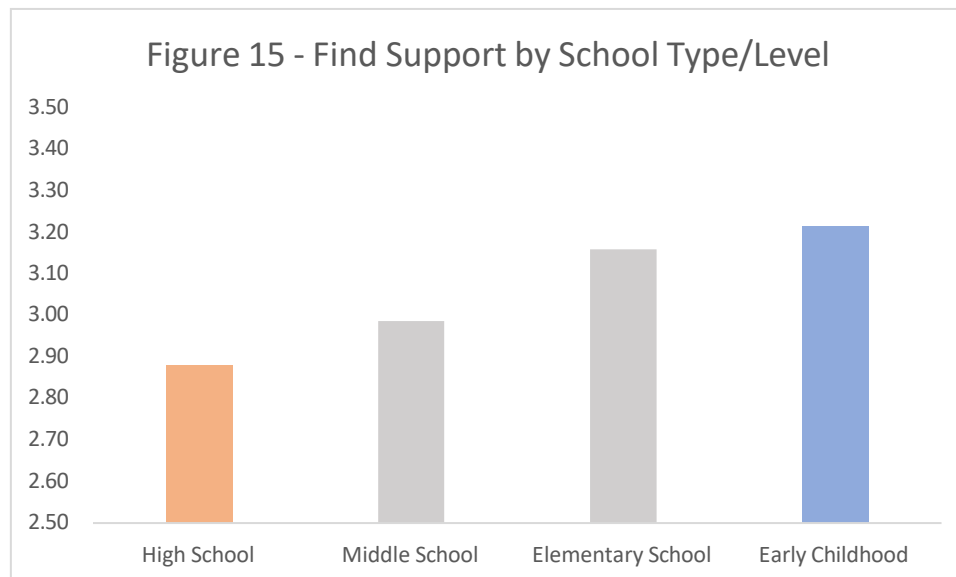
This section describes significant findings for analyses of home-school communication by age of child/school level. The instructions were as follows: *“My student's school keeps me informed and/or helps me have an active role in their education in the following ways:”*

All items had significant differences between school types/levels, and they followed the trend in Figure 15 below which shows the results of an analysis examining parental agreement with the following item: Introduces me to the personnel who work with my child and explains their role(s) in meeting my child's needs. The items that follow this same trend are these:

- Introduces me to the personnel who work with my child and explains their role(s) in meeting my child's needs.
- Helps me know where to go on the school campus for resources/support to meet my child's needs.
- Helps me understand how the special education process
- Keeps me updated in a timely and clear manner on my child's progress toward IEP goals
- Regularly solicits and uses my input to craft plans, help my child progress, and to meet my child's needs.
- Keeps me informed of ways in which my child is included in school-wide activities and opportunities
- Keeps me updated on my child's academic progress and/or participation in the general curriculum, as applicable.
- Identifies and directs me to additional resources/support within the LCPS system to meet my child's needs.

Helps me know where to go on the school campus for resources/support to meet my child's needs.

Figure 15 shows the trend shown in parent agreement with schools helping parents know where to go for resources/supports. Parents with children in *Early Childhood* had the highest agreement levels and parents with *High Schoolers* had the lowest agreement/satisfaction levels.



Introduces me to the personnel who work with my child and explains their role(s) in meeting my child's needs.

Like the trend shown in Figure 15, parents of students in *Early Childhood* had the highest agreement levels and those with students in *High School* had the lowest satisfaction levels, with *High School* parents not reaching agreement ('3') for this statement.

Identifies and directs me to additional resources/support within the LCPS system to meet my child's needs.

Similarly, parents of students in *Early Childhood* had the highest agreement levels and those with high schoolers had the lowest agreement levels. Only parents with students in *Early Childhood* programs agreed (> '3' on average) that schools identified and directed them to resources/supports.

Communication at the Division Level

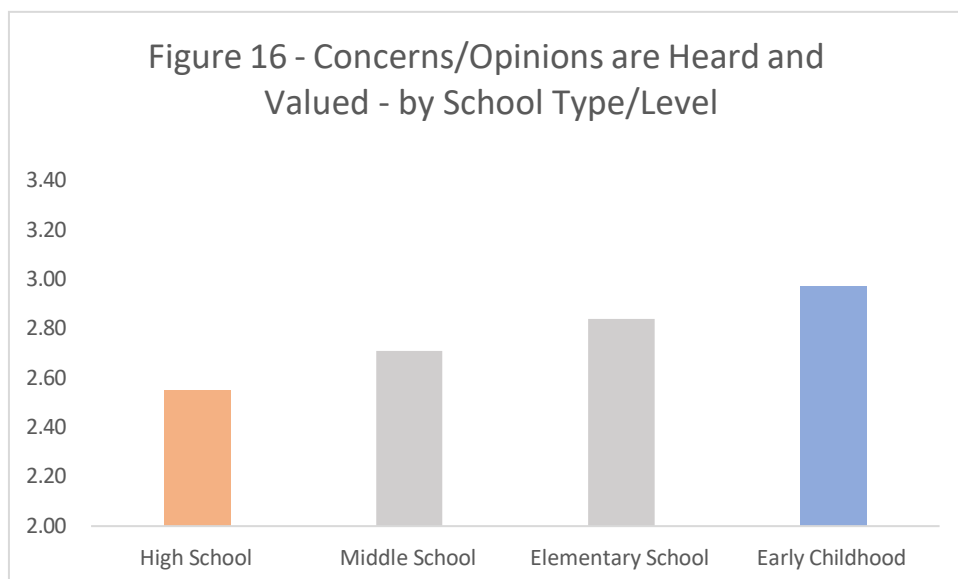
This section details the differences between school types/levels that were identified with division-to-family communication. The instructions were: “*With regard to communication and/or support at the division level, please indicate the extent to which you agree with each of the following:*”

All items had significant differences between school levels and followed the trend shown in Figure 16 below (whether parents felt LCPS valued and heard their opinions/concerns). The following items follows this trend:

- LCPS makes me feel as though my concerns and opinions are heard and valued
- LCPS keeps me informed of policy or program changes that affect my student
- LCPS keeps me informed of division-wide activities and events for students with disabilities
- LCPS keeps me involved of division-wide resources, events, trainings for parents of students with disabilities
- I feel the administration of LCPS has my student's best interest at heart

LCPS Makes Me Feel as Though My Concerns and Opinions Are Heard and Valued

Figure 16 below shows the same pattern we have been seeing, which is that those in *Early Childhood* programs had the highest agreement/satisfaction with the statement, and that satisfaction decreases as children move up to *Elementary*, then *Middle*, then *High School*. It is notable that for this item, no age group reached agreement levels (a score greater than 3).



LCPS Keeps Me Informed of Policy or Program Changes That Affect My Student

The general age-related trend was the same as that shown in Figure 16 above, but for this prompt, however those parents of *Middle School and High School* students did not reach the level of '3' ('agree').

LCPS Keeps Me Involved of Division-Wide Resources, Events, Trainings for Parents of Students with Disabilities

The general age-related trend was the same as that shown in Figure 16 above, but for this prompt, only parents of children in *Early Childhood* programs reached the level of '3' ('agree').

I Feel the Administration of LCPS Has My Student's Best Interest at Heart

The general age-related trend was the same as that shown in Figure 16 above, but again for this prompt, only parents of children in *Early Childhood* programs reached the level of '3' ('agree').

School Building Closure – Distance Learning

Distance learning items were analyzed for differences between school types/levels. Parents were given the following instruction to examine their satisfaction with distance learning: "*During distance learning how satisfied have you been with:*"

This item was the only one without notable differences between school types/levels:

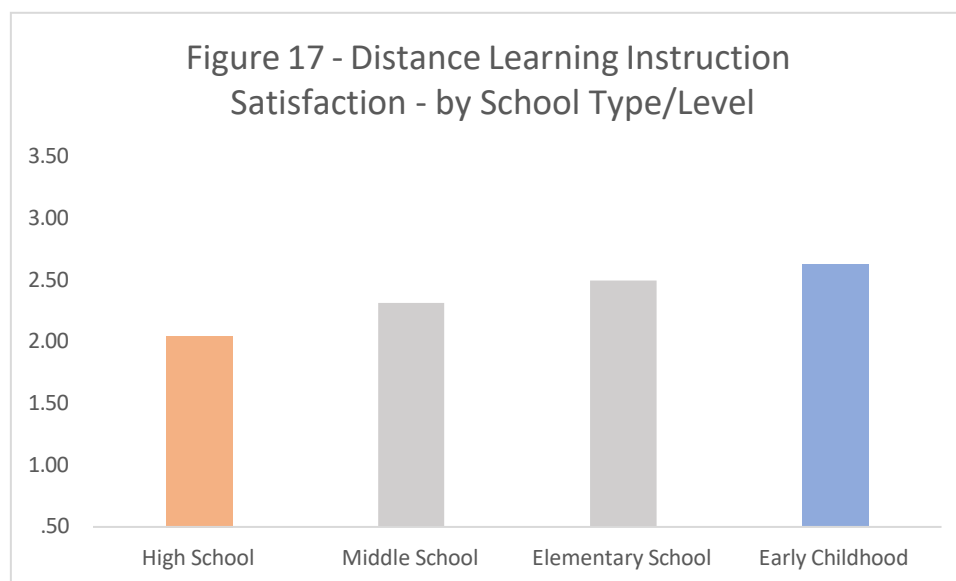
- The LCPS Continuity of Education Special Education Resources website

The rest of the items followed a general, now familiar, age-related trend that can be seen in Figure 17 (for satisfaction with instruction during distance learning). The following items follow this trend:

- The instruction your student has received
- The instructional materials provided
- The communication received from your student's school
- The communication received from your student's case manager.
- The communication received from the school division
- The communication received from your student's related service provider(s).
- The related services your child has received
- The social/emotional support your student has received

The Instruction Your Student Has Received

As shown in Figure 17 below, parents with children in *Early Childhood* had the highest satisfaction with instruction during distance learning. Parents with *High School* students had the lowest satisfaction with distance learning instruction, and the other two school levels were in between in order by age. At no school level were parents/guardians ‘satisfied’ (> ‘3’) with remote instruction.



The Communication Received from Your Student's School

The general trend was the same as above for school communications received, and for this item, only those with children in *Early Childhood* programs were ‘satisfied’ (score > 3).

The Communication Received from Your Student's Case Manager.

The general trend for case manager communications was the same as above, and only parents with children in *Early Childhood* programs were ‘satisfied’ (score > 3).

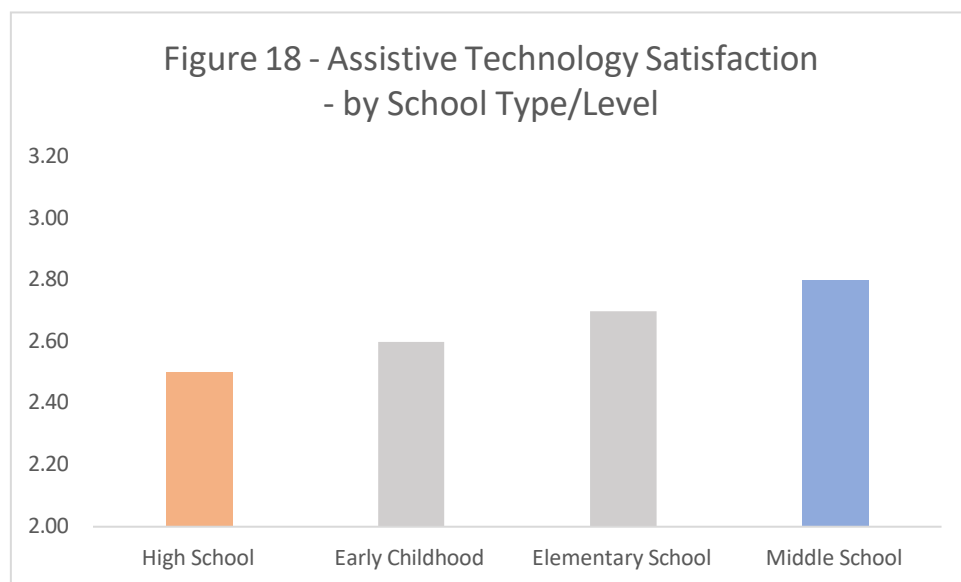
The Communication Received from Your Student's Related Service Provider(s).

The general trend for related service providers’ communications was the same as above, and only parents with children in *Early Childhood* programs were ‘satisfied’ (score > 3).

The item that did not follow this trend above was satisfaction with the assistive technology the student used or had access to, discussed below.

Assistive Technology Your Student Used or Had Access To

Unlike the previous items, *Middle School* parents/guardians were the most satisfied with assistive technology, and parents with *High School* students were the least satisfied. Those with students in *Elementary School* were second highest. At no school level were parents ‘*satisfied*’ (> 3) with the assistive technology received on average. Figure 18 below reflects these findings.



Related Services

This section describes the findings for satisfaction with related services by school type/level for the AY 2019-20 *before* school closure. The following instructions were given to parents as they responded to individual items: “*In the 2019-2020 school year, how satisfied were you with the related services your student received in:*”

The following services had no significant differences between age/school levels:

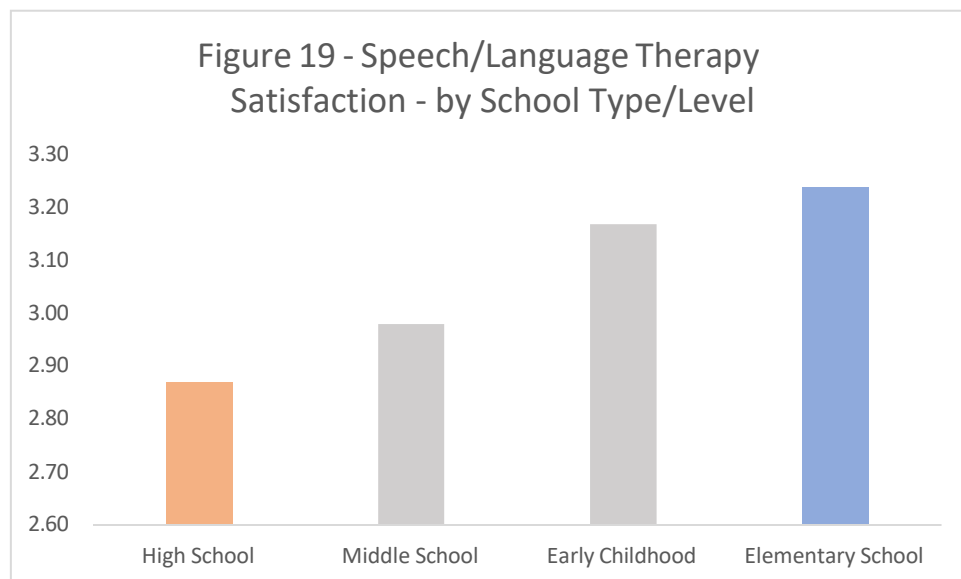
- Occupational Therapy (OT)
- Physical Therapy (PT)

- Assistive Technology support
- Vision Therapy / Orientation & Mobility / Other vision supports
- Interpreter / Audiology / Other hearing supports

Below is a summary for the one type of service that did have notable differences by child age - speech/language therapy.

Speech/Language Therapy

Overall parents were satisfied with speech/language therapy services, however *Elementary School* parents were the most satisfied followed by those in *Early Childhood*. As is typical, parents of those in *High School* were the least satisfied. Both *Middle School* and *High School* parents were lower than a 3 ('satisfied') with speech/language therapy. Figure 19 below shows this pattern.



Summary of Findings by Age/School Type/Level

The second type of analyses examined if parental satisfaction with special education services was different across school levels. The major trend here was that across all survey sections, the parents of younger children, those with children in *Early Childhood programs*, were the most satisfied with services, and satisfaction decreased with each school transition – *Elementary School, Middle School* etc. Parents of students in *High School* were the least satisfied with services across all survey sections. However, there were exceptions to this trend.

Satisfaction with assistive technology showed a different trend. Before school closure, *Elementary School* parents were the most satisfied with assistive technology services. However, during distance learning, *Middle School* parents were the most satisfied with assistive technology services. *Elementary School* parents were also the most satisfied with speech/language therapy.

It is unclear why the parents/guardians of younger children were the most satisfied, but there are a number of possibilities. First, it may be that older children are no longer using special educational services or are using less of them. For example, older children may no longer be in speech/language therapy and parents may be providing responses based on their memory about their past experiences. A second possibility is that the parents of older children in *Middle* and *High School* may now be less involved/invested compared to parents of younger children. Older children likely have been receiving special education services for a longer time and parents may have grown accustomed to the process. Another real possibility, and one worth exploring, is that older students with disabilities (in *Middle* and *High School*) are actually struggling more, and their parents are more stressed, and disappointed that special education services received are no longer enough to help ensure their child's success.

Recommendations

Below we list some recommendations that may aid school officials in improving parental satisfaction with services provided across all school years and types.

- *Collect information about student progress/functioning.* The SEAC survey could add an item or two getting at how the student is doing in school and at home, and whether that is about the same or worse/better than earlier. This would help us understand more about why parents of students in high school are less satisfied with services.
- *Increase attention to and support for special education services for older students.* High school may be a very stressful time period for students with disabilities due to students' eminent exit from the school system. This may be impacting the satisfaction of parents as their load increases with planning for the future. More support during this time may be needed to help parents support their student during high school and plan for transitions.
- *Increase/improve communication with parent in Middles School and High School* Parental satisfaction with LCPS communication declined as children progressed through the school system. Improving communication with parents of older students would likely help.



Photo by Yan Krukov

Disability Type Analyses

It is possible that parental satisfaction might vary depending on the type of exceptionality experienced by their child. Grouping parents by the primary exceptionality or disability type of their children was the final method used to explore meaningful differences across parent subgroups. The original survey listed 14 different disability types for the parent to select from. Due to small numbers of parents identifying their children with certain disabilities, “deafness (n=9) was combined with hearing impairment (n=27) to create a “deafness/hard of hearing” category (n=36), and orthopedic impairment (n=8), traumatic brain injury (n=6), and visual impairment, including blindness (n=12),” were combined into an “other identified disability” category (n=26). The following categories were explored:

- Autism Spectrum Disorder: $n = 580$
- Developmental Delay: $n = 196$
- Emotional Disability: $n = 116$
- Intellectual Disability: $n = 99$
- Multiple Disabilities: $n = 80$
- Other Health Impairments: $n = 372$
- Specific Learning Disability: $n = 923$
- Speech or Language Impairment: $n = 276$
- Deafness/Hard of Hearing $n = 36$
- Other Identified Disability: $n = 26$

Satisfaction with LCPS Services

As previously mentioned, parental satisfaction with LCPS services was assessed in to the 2019-20 SY survey. The instructions given to parents were: *“The following section asks questions about your level of satisfaction with various services that may have been provided to your student and/or family during the 2019-2020 school year, PRIOR to the school building closure.”*

There were no significant differences between disabilities for the following items:

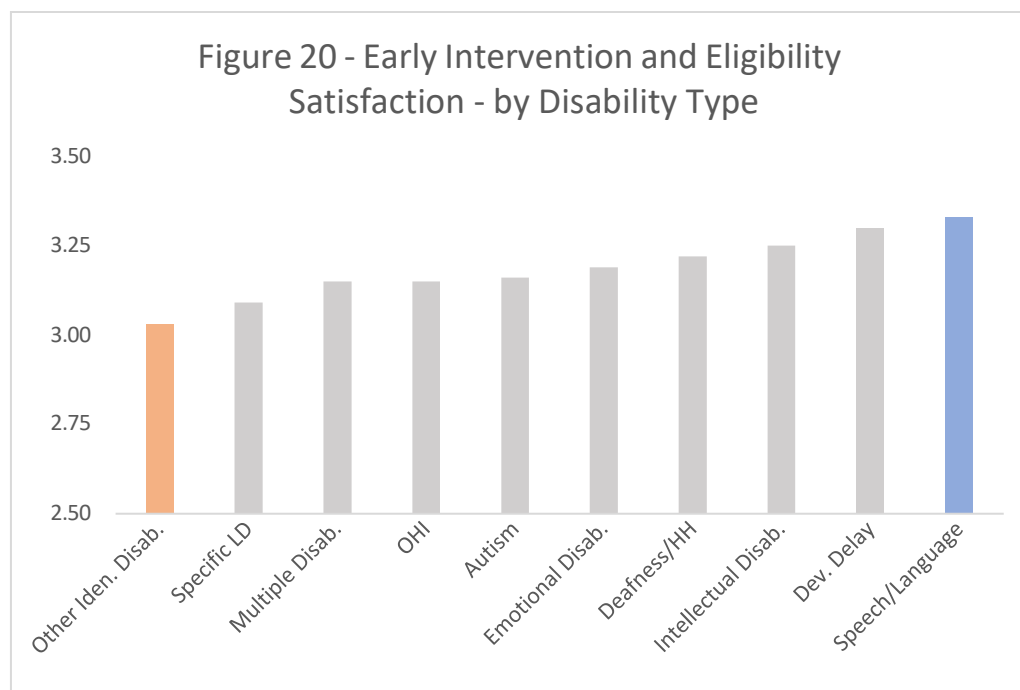
- 504 Eligibility

Many of the items that did have significant differences followed the trend shown in Figure 20 below which depicts the results for satisfaction with early intervention and eligibility by disability type. The items that followed this trend are as follows:

- Early Intervention and Eligibility
- IEP (Parental Consent, Compliance, Understanding the Process)
- Utilizing Appropriate Discipline/Behavior Management
- Transitions from Elementary School to MS And MS to HS
- Implementing Inclusive Practices
- Employing Effective Behavioral Supports (Functional Behavioral Assessments, Behavior Intervention Plans)
- Staffing Practices
- Dispute Resolution Rights

Early Intervention and Eligibility

Figure 20 shows that although all parents were ‘*satisfied*’ (had a score of at least 3) the parents of children with *Speech or Language Impairment* were the most satisfied with early intervention and eligibility services. On the other hand, the parents of children with *Other Identified Disabilities* were the least satisfied.



IEP (Parental Consent, Compliance, Understanding the Process)

IEP satisfaction followed the same trend shown in Figure 20 above, however, parents of children with *Deafness/Hearing Impairment* and *Other Identified Disabilities* were not quite ‘*satisfied*’ with IEP services on average (< 3).

Utilizing Appropriate Discipline/Behavior Management

Similarly, to IEP satisfaction, parents of children with *Other Identified Disabilities* were not quite ‘*satisfied*’ (< 3) with the use of discipline/behavior management. The overall trend was still like that shown in Figure 20.

Transition Services (Out of High School)

The overall trend was similar to Figure 20 above except that parents/guardians of children with *Deafness/Hearing Impairment* and *Speech/Language Impairments* were the most satisfied (and the only groups with a score at or greater than 3) for the transition out of high school, and parents of children with *Intellectual Disabilities* were the least satisfied.

Transitions from Elementary School to MS And MS to HS

Like transition services out of high school, only parents of children with *Developmental Delay* or *Speech/Language Impairments* had a score of at least 3 for earlier transition services. The overall trend can still be seen in Figure 20.

Implementing Inclusive Practices

Figure 20 above still shows the same overall trend, but for implementation of inclusive practices, parents of children with *Other Identified Disability*, *Deafness/Hearing Impairment*, *Emotional Disability*, *Intellectual Disability*, and *Multiple Disabilities* had an average score that was less than ‘*satisfied*’ (< 3).

Employing Effective Behavioral Supports (Functional Behavioral Assessments, Behavior Intervention Plans)

Figure 20 above still shows the same overall trend, but for employment of effective behavioral supports, only parents of children with *Developmental Delay*, *Learning Disabilities* or *Speech/Language Disabilities* were ‘*satisfied*’ on average (above 3).

Staffing Practices

Just like satisfaction with behavioral supports, only parents of children with *Developmental Delay, Learning Disabilities or Speech/Language Disabilities* were ‘satisfied’ on average (above 3).

Dispute Resolution Rights

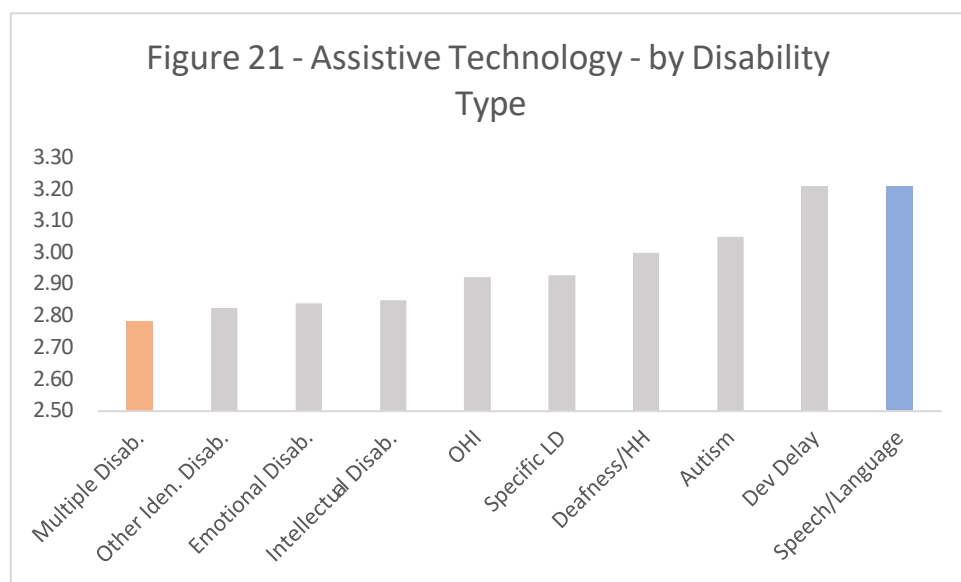
Satisfaction with dispute resolution rights followed the pattern shown in Figure 20, but only parents of children with *Developmental Delay* or *Speech/Language Impairment* were ‘satisfied’ (> 3) on average.

A number of items did not follow the trend depicted in Figure 20. These items are as follows:

- Assistive Technology
- Extended School Year (ESY)
- Effective And Meaningful Home/School Communication
- Child Study

Assistive Technology

Figure 21 below shows parents satisfaction with assistive technology. Parents of children with *Developmental Delay, Speech/language Impairment, Deafness/Hearing Impairment, and Autism* had the highest levels of satisfaction and those were the only ones scoring at or above ‘3’ (satisfied). Parents of children with *Multiple Disabilities* showed the lowest satisfaction with assistive technology services:

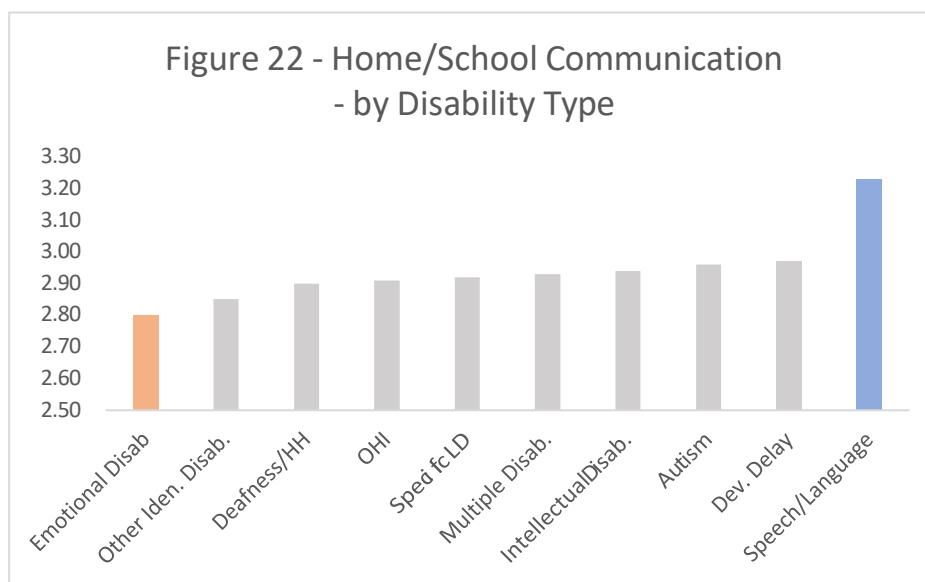


Extended School Year (ESY)

The pattern for satisfaction with the extended school year was very similar to that above in Figure 21, with parents of children with *Developmental Delay and Speech/Language Impairment* having the highest satisfaction levels (and the only ones > 3), and parents of children with *Multiple Disabilities* being the least satisfied. However, for ESY, parents of students with *Autism* had the second lowest satisfaction.

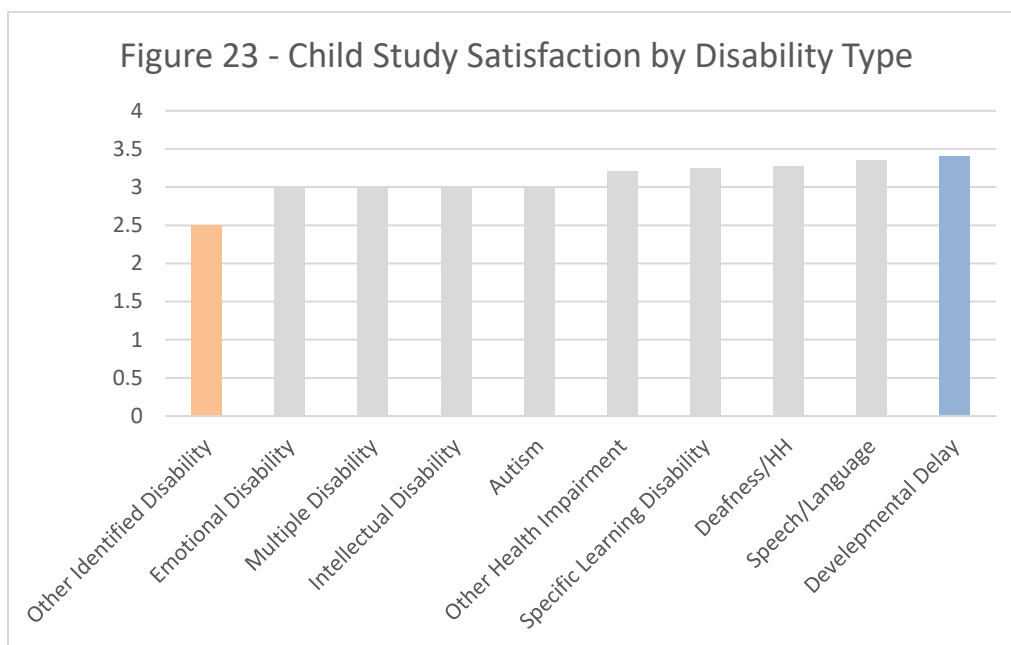
Effective And Meaningful Home/School Communication

Figure 22 below shows the results of analyses of satisfaction with home/school communication by disability type. Notable here is that parents of children with *Speech/Language Impairment* had clearly the highest satisfaction levels with home-school communication, and they were the only parents scoring at the 3 ('satisfied') level. All other groups scored below 3 and the home/school communication for parents of children with *Emotional Disability* were the least satisfied.



Child Study

Figure 23 below shows that the parents of children with *Developmental Delay and Speech/Language Impairment* and *Deafness/Hearing Impairment* were the most satisfied and that parents of children with *Other Identified Disabilities*, *Emotional Disturbance*, and *Multiple Disabilities* were the least satisfied with child study procedures, and those were the only groups with less than a 3 ('satisfied') on average.



Instructional Satisfaction

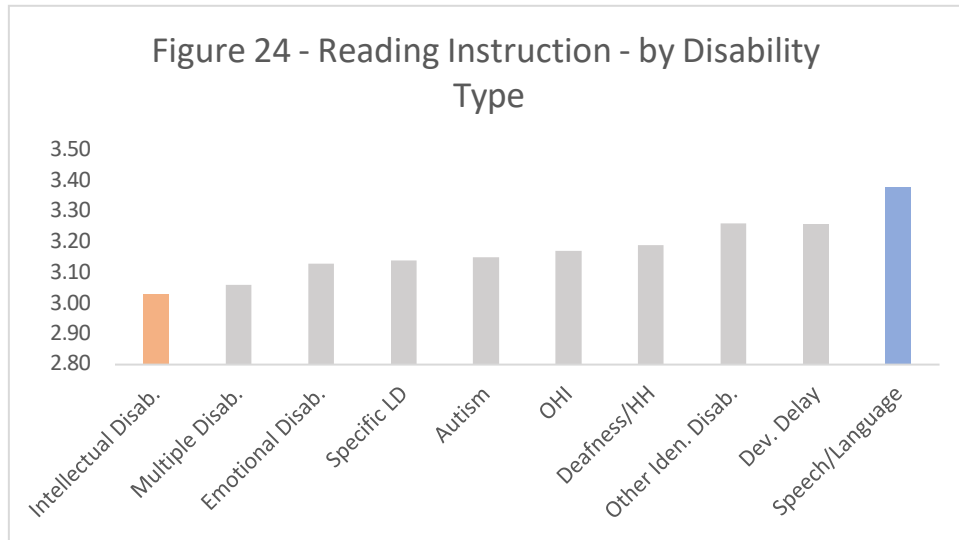
Satisfaction with instruction provided was also assessed by disability type. The prompt parents received is as follows: “*The following section asks questions about your level of satisfaction with the instruction your student received PRIOR to the school building closure.*”

There were significant differences by disability type for all items. Several of the items followed the trend shown in Figure 24 below (for satisfaction with reading instruction). These items are:

- Reading
- Math
- Science
- Electives

Satisfaction with Reading Instruction

Figure 24 below shows that all parents were ‘*satisfied*’ (had a score of at least 3) with reading instruction. However, the parents of children with *Intellectual Disability and Multiple Disabilities* were the least satisfied. Parents of children with speech/language impairment were the most satisfied.



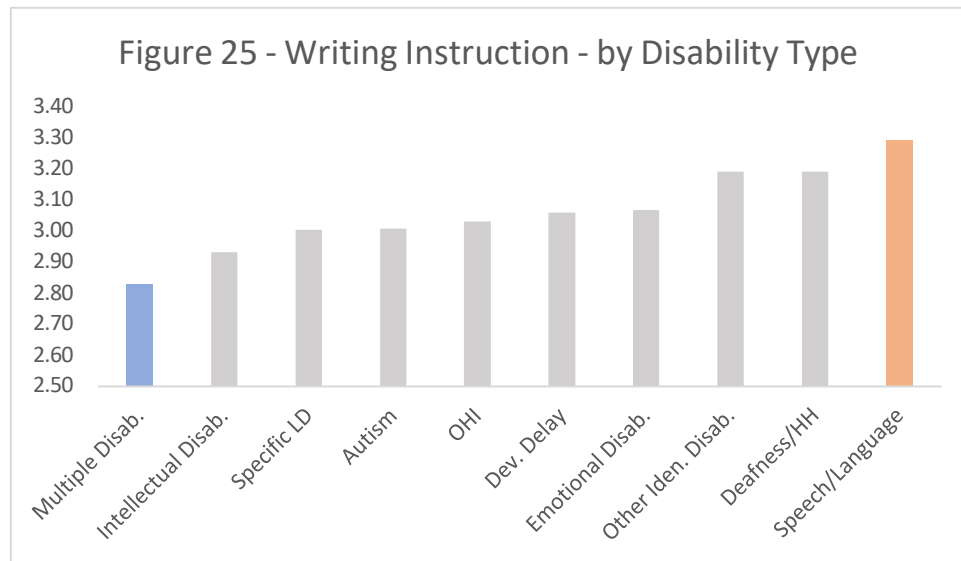
The items that did not follow the trend shown in Figure 24 above are described and listed below:

- Writing
- History
- Extended School Year (ESY)

Figure 25 below shows the results of writing instruction satisfaction by disability type. The identical pattern was also seen for satisfaction with history instruction.

Satisfaction with Writing (and History) Instruction

Figure 25 shows that the parents of children with *Speech/Language*, *Deafness/Hearing Impairment*, and *Other Identified Disabilities* were the most satisfied with writing instruction. Parents of children with *Multiple Disabilities* had the lowest satisfaction level. Parents of children with *Multiple Disabilities* and *Intellectual Disability* were not ‘satisfied’ (score < 3) with writing/history instruction.

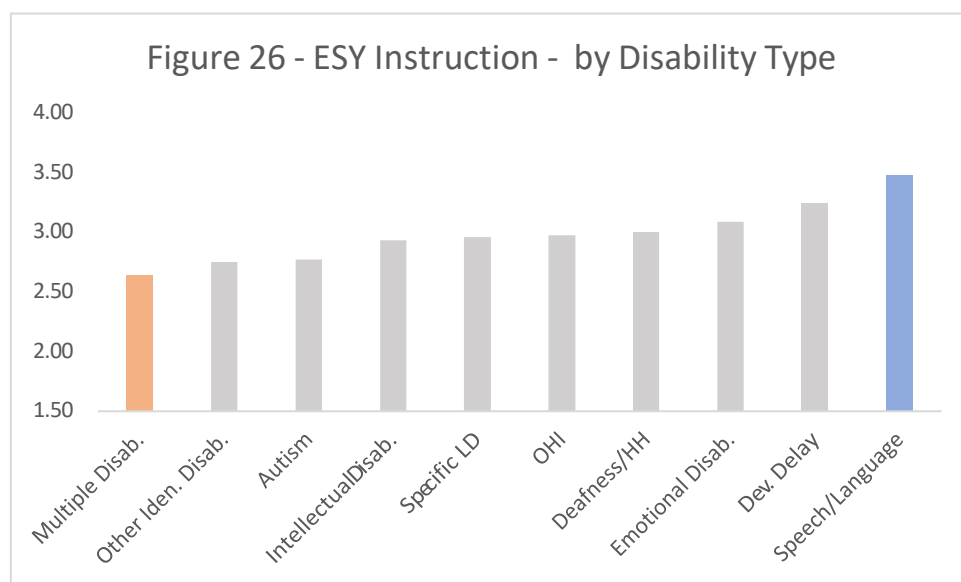


Satisfaction with History Instruction

Parental satisfaction with history instruction followed the same trend shown in Figure 25 above, however, all parents were ‘*satisfied*’ (had a score of at least 3) with history instruction.

Satisfaction with ESY Instruction

Figure 26 below shows a new trend for parental satisfaction with ESY instruction. The parents of children with *Multiple Disabilities* had the lowest satisfaction level. Only parents of children with *Emotional Disability*, *Developmental Delay*, or *Speech/Language Impairments*, or *Deafness/Hearing Impairment* were ‘*satisfied*’ (> 3) on average with ESY instruction.



Communication at the School Level

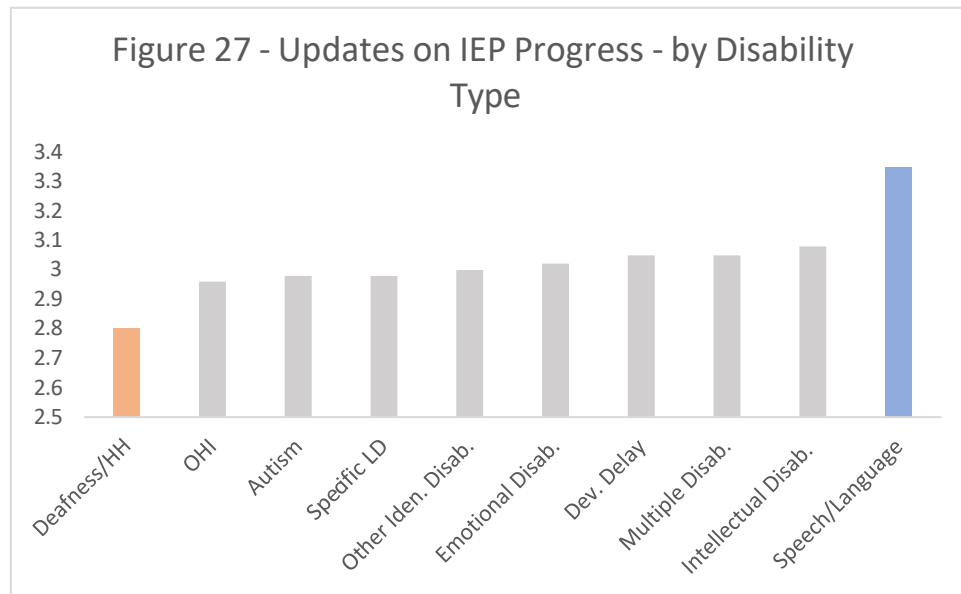
This survey section asked respondents about how much they agreed with given statements about communication with their child's school. All items in this section had significant differences across disability types.

There were two prominent trends for this set of analyses. The first trend, depicted in Figure 27 below shows the results for communication on IEP updates. The following items followed this trend:

- Keeps me updated in a timely and clear manner on my child's progress toward IEP goals
- Keeps me informed of ways in which my child is included in school-wide activities and opportunities
- Helps me know where to go on the school campus for resources/support to meet my child's needs.
- Introduces me to the personnel who work with my child and explains their role(s) in meeting my child's needs.
- Regularly solicits and uses my input to craft plans, help my child progress, and meet my child's needs.

Keeps me updated in a timely and clear manner on my child's progress toward IEP goals

Figure 27 below shows that parents of children with *Deafness/Hearing Impairment and Other Identified Disabilities* had the lowest agreement level, and the parents of children with *Speech/Language Impairments* had the highest agreement/satisfaction with this statement. The parents of children with the following disabilities did not ‘agree’ (had a score less than 3), on average, with having clear and timely IEP progress updates: *Autism, Other Health Impairments, Learning Disability*.



Keeps me informed of ways in which my child is included in school-wide activities and opportunities

Although the general trend was the same as that shown in Figure 27 above, for this item pertaining to being informed on how their child was included in school-wide activities/opportunities, only the parents of children with *Developmental Delay* and *Speech/language Impairment* ‘agreed’ (had a score of at least 3) with the statement.

Helps me know where to go on the school campus for resources/support to meet my child's needs.

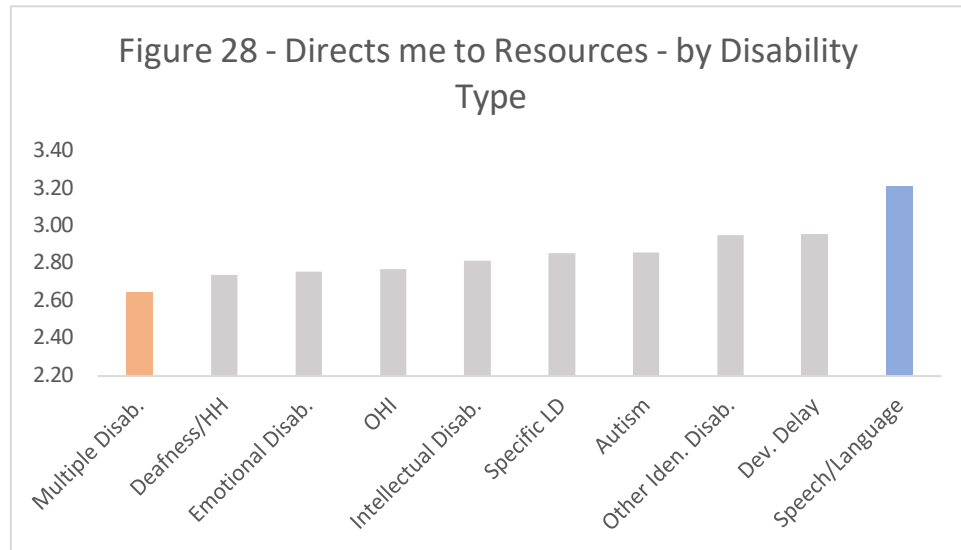
Figure 27 above shows the general trend followed for agreement with the statement that schools help parents find resources/supports to meet their child’s needs. Parents of those with *Speech/Language Impairment* agreed the most, however, parents of those with *Other Identified Disabilities*, *Deafness/Hearing Impairment*, and *Multiple Disabilities* did not agree (< 3 – ‘agree’) with the statement.

A second trend, depicted in Figure 28 below, was present for a couple of items in which those parents with children with *Multiple Disabilities* showed the lowest satisfaction levels. Below are the specific items that followed this trend:

- Identifies and directs me to additional resources/support within the LCPS system to meet my child's needs
- Keeps me updated on my child's academic progress and/or participation in the general curriculum, as applicable.
- Helps me understand how the special education process works and/or refers me to others who can.

Identifies and directs me to additional resources/support within the LCPS system to meet my child's needs

Figure 28 below shows that parents of children with *Multiple Disabilities* agreed the least with being directed towards additional resources/supports. The parents of children with *Speech/Language Impairment* agreed the most with the given statement and they were the only ones to ‘agree’ (had a score of at least 3).



Keeps me updated on my child's academic progress and/or participation in the general curriculum, as applicable.

Figure 28 above shows the general trend followed by this item as well, but for this item, parents of children with the following disabilities didn't fully ‘agree’ (had a score less than 3);, *Emotional Disability*, *Multiple Disabilities*, *Other Health Impairments*, and *Deafness/Hearing Impairment*.

Helps me understand how the special education process works and/or refers me to others who can.

Similar to the previous item and what is shown above in Figure 28, for this item, the parents of children with the following disabilities did not ‘agree’ (were < ‘3’): *Autism, Deafness/Hearing Impairment, Intellectual Disability, Multiple Disabilities, Other Health Impairments.*

Communication at the Division Level

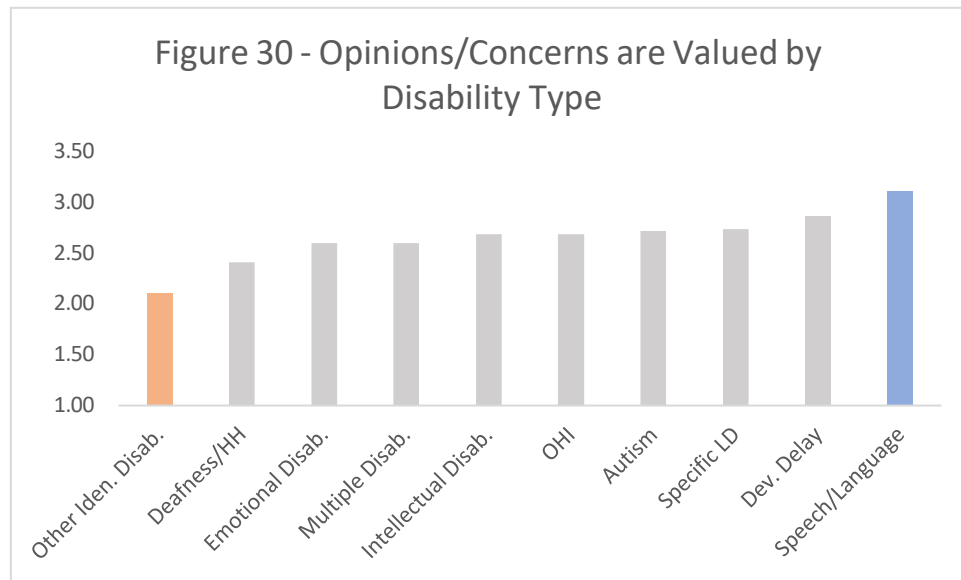
This section details the differences observed between disability types that were identified with division-level communication. The instructions were as follows: “*With regard to communication and/or support at the division level, please indicate the extent to which you agree with each of the following:*”

There were significant differences for all items across different disability types. These items generally followed the trend shown in Figure 29 below (which depicts agreement with LCPS making parents feel like their opinions/concerns were heard). The items that followed this trend are listed below:

- LCPS makes me feel as though my concerns and opinions are heard and valued
- LCPS keeps me informed of division-wide activities and events for students with disabilities
- LCPS keeps me involved of division-wide resources, events, trainings for parents of students with disabilities
- I feel the administration of LCPS has my student's best interest at heart
- LCPS keeps me informed of policy or program changes that affect my student

LCPS Makes Me Feel as Though My Concerns and Opinions Are Heard and Valued

Figure 29 below shows that the parents of children with *Other Identified Disability* had the lowest agreement levels with this statement. The parents of children with *Speech or Language Impairment* had the highest agreement level and they were the only group to ‘agree’ (have a score of at least 3) with the statement.



LCPS Keeps Me Informed of Policy or Program Changes That Affect My Student

Figure 30 above does show the overall trend for agreement of parents on this item, but for this statement, only parents of children with *Speech/language Impairment and Developmental Delay* ‘agreed’ (had a score of at least 3) that they were kept informed about policy changes.

School Building Closure – Distance Learning

Distance learning items were examined for differences between disability types. Parents were given the following set of instruction to examine their satisfaction with distance learning:

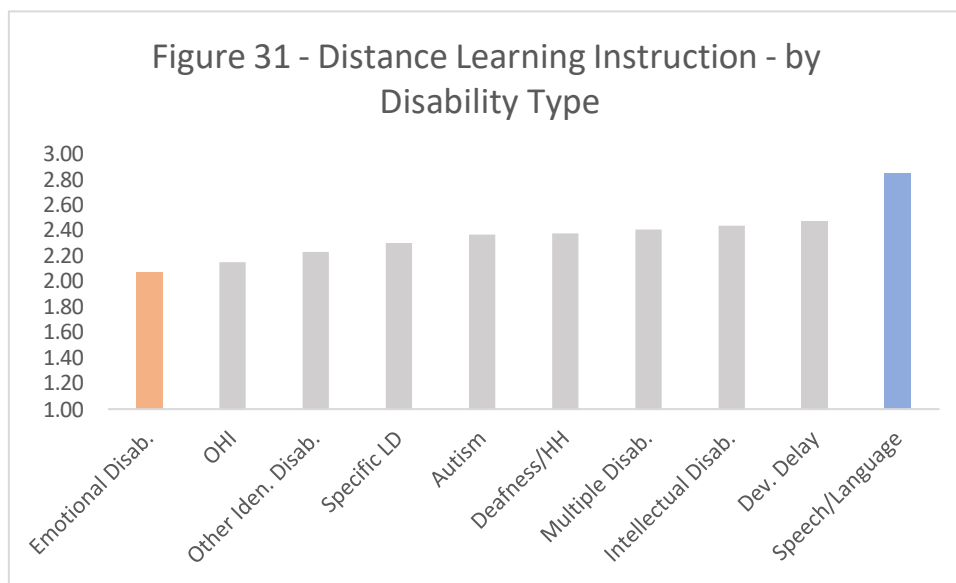
“During distance learning how satisfied have you been with:”

There were significant differences between disability types for all items and there were two prominent trends. The first trend is shown in Figure 30 below which shows results for parental satisfaction with instruction received during distance learning. The following items follow this trend:

- The instruction your student has received
- The instructional materials provided
- The related services your student has received
- The communication received from the school division

The Instruction Your Student Has Received

Figure 31 below shows that parents were on average not ‘satisfied’ (a score > 3) with instruction during distance learning. The parents of children with *Emotional Disability* were the least satisfied, and parents of children with *Speech/Language Impairment* were the most satisfied (but still below 3).



The Communication Received from The School Division

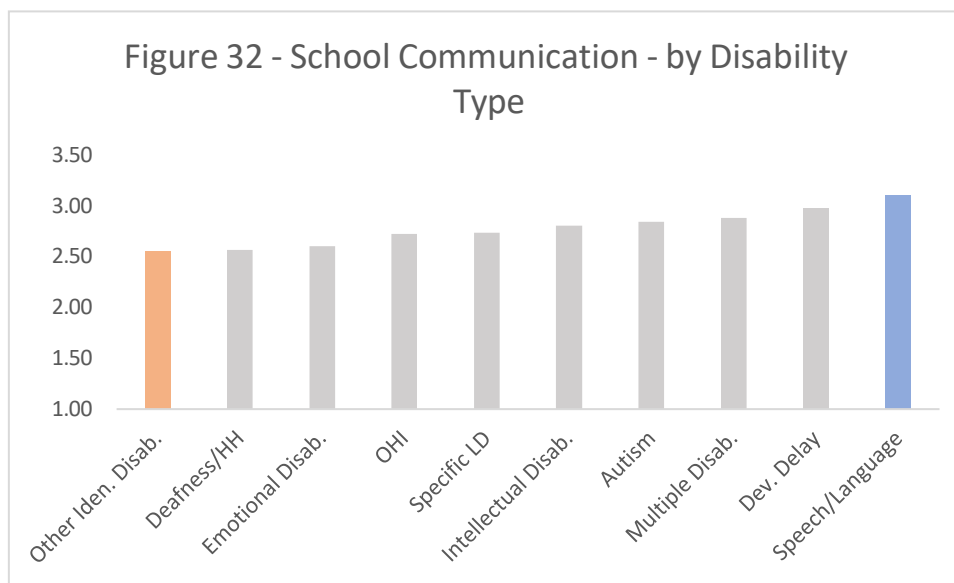
Although satisfaction with communication from the school division followed the same trend shown in Figure 31 above, the satisfaction level with communication from the division for parents of children with *Speech/Language Impairment* surpassed the ‘satisfied’ level of 3, and those with *Other Identified Disabilities* are the least satisfied.

The second trend shown is shown in Figure 32 below (for satisfaction with school communication). The items that follow this trend are as follows:

- The communication received from your student's school
- The communication received from your student's case manager.
- The communication received from your student's related service provider(s).
- The assistive technology your student used or had access to
- The social/emotional support your student has received
- The LCPS Continuity of Education Special Education Resources website

The Communication Received from Your Student's School

Parental satisfaction with the communication from schools during distance learning can be seen in Figure 32 below. Parents of children with *Other Identified Disability* and *Deafness/Hearing Impairment* were the least satisfied. Parents of children with *Speech/language Impairment* were the most satisfied and the only ones to be ‘*satisfied*’ (score > 3).



The Social/Emotional Support Your Student Has Received

Figure 32 above shows the same trend for parental satisfaction with social/emotional support. However, for this item, no parent groups were ‘*satisfied*’ (> 3) on average with the social/emotional support their children received during distance learning and those with *Other Identified Disabilities* were even less satisfied.

The LCPS Continuity of Education Special Education Resources Website

Similar to parental satisfaction with social/emotional support, no parent group was ‘*satisfied*’ on average with the LCPS website.

Summary of Findings for Disability Type

The final set of analyses identified differences in parental satisfaction across primary exceptionality categories. Like the previous sections, there were prominent trends that showed specific groups likely requiring more attention in the future. Specifically, parents of children with *Other Identified Disability* and *Multiple Disabilities* often had the lowest satisfaction throughout most survey sections. Furthermore, the parents of these children were often not ‘satisfied’ (> 3) with services offered. On the other end of the spectrum, parents of students with *Speech/Language Disabilities* were almost always the most satisfied. Parents of students with *Developmental Delays* were often the second most satisfied group.

The first exception to this trend was for parents of students with *Emotional Disability*. These parents/guardians had the lowest satisfaction with assistive technology during in person instruction and in distance learning instruction, likely related to extra struggles for this group of students. The other exception to the larger trend was the parents of children with *Intellectual Disability* were the least satisfied with reading/English instruction in particular.

There are several possible explanations for these trends. It could be that *Speech/Language Impairments* and *Developmental Delays* are less severe disabilities that work themselves out more so over time or with therapy, compared to students with other disability types. For example, speech therapy often ends after a few years as children overcome their speech/language problems and this could make the parents of such children be more satisfied with services as they see how their child improve.

On the other hand, students with *Other Identified Disability* or *Multiple Disabilities* likely experience more adversity and challenges that either take longer to improve or are not as malleable, which can impact parental satisfaction with services. Recall that our category of *Other Identified Disabilities* included those with orthopedic impairment, blindness/visual impairment, and those with traumatic brain injury. Parents of students with such disabilities are less satisfied with LCPS special education services and communication compared to parents of students with other types of disability which is good for the school system to know. It is also possible that services for such students really are not meeting needs and need to be improved.

Recommendations

Below is a list of recommendations that may address the discrepancies found between disability types.

- Modify the survey in the future to *get more information about which disabilities are involved in the 'multiple disabilities' category*. Parents could list the disabilities involved when there is more than one. Doing so would provide more insight into what the needs are for specific groups/disability types.
- *Improve school/home communication in general*. The parents of most children regardless of disability category were less than 'satisfied' with home/school communication. Improving communication may aid parents in understanding and using resources that are offered.
- *Give more attention to which instructional practices are working well for which types of students and make modifications as needed*. Parental satisfaction with instruction varied quite a bit depending on the subject being taught and the particular disability type of the student. It was quite high in one subject but low for another type of student. Maybe increase standardization of services/instruction or more likely increase individually tailored instruction and that may increase parental satisfaction.

Appendix 1. Schools Listed by District

(From LCPS School Website)

Schools Represented within Algonkian District

<u>Academies of Loudoun</u>	<u>North Star School</u>
<u>Algonkian Elementary School</u>	<u>Potomac Falls High School</u>
<u>Belmont Ridge Middle School</u>	<u>Potowmack Elementary School</u>
<u>Countryside Elementary School</u>	<u>William O. Robey High School</u>
<u>Dominion High School</u>	<u>River Bend Middle School</u>
<u>Hillsboro Charter Academy</u>	<u>Riverside High School</u>
<u>Horizon Elementary School</u>	<u>Seneca Ridge Middle School</u>
<u>Lowes Island Elementary School</u>	<u>Steuart W. Weller Elementary School</u>
<u>Meadowland Elementary School</u>	<u>Sugarland Elementary School</u>
<u>Middleburg Community Charter School</u>	<u>Virtual Loudoun</u>

Schools Represented within Ashburn District

<u>Academies of Loudoun</u>	<u>Middleburg Community Charter School</u>
<u>Belmont Ridge Middle School</u>	<u>Newton-Lee Elementary School</u>
<u>Belmont Station Elementary School</u>	<u>North Star School</u>
<u>Briar Woods High School</u>	<u>William O. Robey High School</u>
<u>Broad Run High School</u>	<u>Riverside High School</u>
<u>Cedar Lane Elementary School</u>	<u>Sanders Corner Elementary School</u>
<u>Discovery Elementary School</u>	<u>Seldens Landing Elementary School</u>
<u>Eagle Ridge Middle School</u>	<u>Stone Bridge High School</u>
<u>Farmwell Station Middle School</u>	<u>Trailside Middle School</u>
<u>Hillsboro Charter School</u>	<u>Virtual Loudoun</u>
<u>Hillside Elementary School</u>	<u>Steuart W. Weller Elementary School</u>

Schools Represented within Blue Ridge District

<u>Academies of Loudoun</u>	<u>Lincoln Elementary School</u>
<u>Academies of Loudoun</u>	<u>Lincoln Elementary School</u>
<u>Aldie Elementary School</u>	<u>Loudoun County High School</u>
<u>Arcola Elementary School</u>	<u>Loudoun Valley High School</u>
<u>Banneker Elementary School</u>	<u>Lovettsville Elementary School</u>
<u>Belmont Station Elementary School</u>	<u>Madison's Trust Elementary School</u>
<u>Blue Ridge Middle School</u>	<u>Mercer Middle School</u>
<u>Brambleton Middle School</u>	<u>Middleburg Community Charter School</u>
<u>Briar Woods High School</u>	<u>Mill Run Elementary School</u>
<u>Rosa Lee Carter Elementary School</u>	<u>Mountain View Elementary School</u>
<u>Cedar Lane Elementary School</u>	<u>North Star School</u>
<u>John Champe High School</u>	<u>Pinebrook Elementary School</u>
<u>Creighton's Corner Elementary School</u>	<u>Rock Ridge High School</u>
<u>Kenneth W. Culbert Elementary School</u>	<u>William O. Robey High School</u>
<u>Eagle Ridge Middle School</u>	<u>Round Hill Elementary School</u>
<u>Emerick Elementary School</u>	<u>J. Lupton Simpson Middle School</u>
<u>Evergreen Mill Elementary School</u>	<u>Stone Bridge High School</u>
<u>Goshen Post Elementary School</u>	<u>Stone Hill Middle School</u>
<u>Harmony Middle School</u>	<u>Sycolin Creek Elementary School</u>
<u>Hillsboro Charter School</u>	<u>Trailside Middle School</u>
<u>Hovatter Elementary School</u>	<u>Virtual Loudoun</u>
<u>Independence High School</u>	<u>Waxpool Elementary School</u>
<u>Legacy Elementary School</u>	<u>Willard Middle School</u>
<u>Lightridge High School</u>	<u>Woodgrove High School</u>

Schools Represented within Broad Run District

<u>Academies of Loudoun</u>	<u>Newton-Lee Elementary School</u>
<u>Ashburn Elementary School</u>	<u>North Star School</u>
<u>Belmont Ridge Middle School</u>	<u>Park View High School</u>
<u>Briar Woods High School</u>	<u>Potomac Falls High School</u>
<u>Broad Run High School</u>	<u>Potowmack Elementary School</u>
<u>Cedar Lane Elementary School</u>	<u>River Bend Middle School</u>
<u>Countryside Elementary School</u>	<u>Riverside High School</u>
<u>Discovery Elementary School</u>	<u>William O. Robey High School</u>
<u>Dominion Trail Elementary School</u>	<u>Rock Ridge High School</u>
<u>Eagle Ridge Middle School</u>	<u>Sterling Elementary School</u>
<u>Farmwell Station Middle School</u>	<u>Sterling Middle School</u>
<u>Forest Grove Elementary School</u>	<u>Stone Bridge High School</u>
<u>Hillsboro Charter Academy</u>	<u>Stone Hill Middle School</u>
<u>Hillside Elementary School</u>	<u>Trailside Middle School</u>
<u>Middleburg Community Charter School</u>	<u>Virtual Loudoun</u>
<u>Mill Run Elementary School</u>	<u>Waxpool Elementary School</u>
<u>Moorefield Station Elementary School</u>	<u>Steuart W. Weller Elementary School</u>

Schools Represented within Catocin District

<u>Academies of Loudoun</u>	<u>Lovettsville Elementary School</u>
<u>Aldie Elementary School</u>	<u>Lucketts Elementary School</u>
<u>Ball's Bluff Elementary School</u>	<u>Mercer Middle School</u>
<u>Belmont Ridge Middle School</u>	<u>Middleburg Community Charter School</u>
<u>Blue Ridge Middle School</u>	<u>Mountain View Elementary School</u>
<u>Catoctin Elementary School</u>	<u>North Star School</u>
<u>Cool Spring Elementary School</u>	<u>Frances Hazel Reid Elementary School</u>
<u>Kenneth W. Culbert Elementary School</u>	<u>William O. Robey High School</u>
<u>Frederick Douglass Elementary School</u>	<u>Riverside High School</u>
<u>Emerick Elementary School</u>	<u>Seldens Landing Elementary School</u>

<u>Academies of Loudoun</u>	<u>Lovettsville Elementary School</u>
<u>Evergreen Mill Elementary School</u>	<u>J. Lupton Simpson Middle School</u>
<u>Hamilton Elementary School</u>	<u>Smart's Mill Middle School</u>
<u>Harmony Middle School</u>	<u>Sycolin Creek Elementary School</u>
<u>Harper Park Middle School</u>	<u>John W. Tolbert Jr. Elementary School</u>
<u>Heritage High School</u>	<u>Tuscarora High School</u>
<u>Hillsboro Charter School</u>	<u>Virtual Loudoun</u>
<u>Lightridge High School</u>	<u>Waterford Elementary School</u>
<u>Lincoln Elementary School</u>	<u>Willard Intermediate School</u>
<u>Loudoun County High School</u>	<u>Woodgrove High School</u>
<u>Loudoun Valley High School</u>	

Schools Represented within Dulles District

<u>Academies of Loudoun</u>	<u>Lightridge High School</u>
<u>Arcola Elementary School</u>	<u>Little River Elementary School</u>
<u>Briar Woods High School</u>	<u>J. Michael Lunsford Middle School</u>
<u>Buffalo Trail Elementary School</u>	<u>Mercer Middle School</u>
<u>Cardinal Ridge Elementary School</u>	<u>Middleburg Community Charter School</u>
<u>Rosa Lee Carter Elementary School</u>	<u>Mill Run Elementary School</u>
<u>John Champe High School</u>	<u>Moorefield Station Elementary School</u>
<u>Discovery Elementary School</u>	<u>North Star</u>
<u>Eagle Ridge Middle School</u>	<u>Pinebrook Elementary School</u>
<u>Freedom High School</u>	<u>William O. Robey High School</u>
<u>Goshen Post Elementary School</u>	<u>Rock Ridge High School</u>
<u>Hillsboro Charter Academy</u>	<u>Stone Hill Middle School</u>
<u>Hutchison Farm Elementary School</u>	<u>Virtual Loudoun</u>
<u>Legacy Elementary School</u>	<u>Waxpool Elementary School</u>
<u>Liberty Elementary School</u>	<u>Willard Middle School</u>

Schools Represented within Leesburg District

<u>Academies of Loudoun</u>	<u>Loudoun County High School</u>
<u>Ball's Bluff Elementary School</u>	<u>Middleburg Community Charter School</u>
<u>Catoctin Elementary School</u>	<u>North Star School</u>
<u>Cool Spring Elementary School</u>	<u>Frances Hazel Reid Elementary School</u>
<u>Kenneth W. Culbert Elementary School</u>	<u>William O. Robey High School</u>
<u>Frederick Douglass Elementary School</u>	<u>J. Lupton Simpson Middle School</u>
<u>Harper Park Middle School</u>	<u>Smart's Mill Middle School</u>
<u>Heritage High School</u>	<u>John W. Tolbert, Jr. Elementary School</u>
<u>Hillsboro Charter Academy</u>	<u>Tuscarora High School</u>
<u>Leesburg Elementary School</u>	<u>Virtual Loudoun</u>

Schools Represented within Sterling District

<u>Academies of Loudoun</u>	<u>Park View High School</u>
<u>Countryside Elementary School</u>	<u>Potomac Falls High School</u>
<u>Dominion High School</u>	<u>River Bend Middle School</u>
<u>Forest Grove Elementary School</u>	<u>William O. Robey High School</u>
<u>Guilford Elementary School</u>	<u>Rolling Ridge Elementary School</u>
<u>Hillsboro Charter Academy</u>	<u>Seneca Ridge Middle School</u>
<u>Horizon Elementary School</u>	<u>Sterling Elementary School</u>
<u>Lowes Island Elementary School</u>	<u>Sterling Middle School</u>
<u>Meadowland Elementary School</u>	<u>Sugarland Elementary School</u>
<u>Middleburg Community Charter School</u>	<u>Sully Elementary School</u>
<u>The North Star School</u>	<u>Virtual Loudoun</u>